



Claude Castonguay



Brian Segal



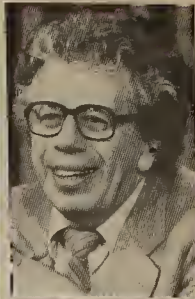
Rosemary Brown



Maurice Strong



David Crombie



Roland Penner

Forum backs CAUT positions on education

by Peter King
CAUT Vice-president

CAUT President John Evans says the National Forum on Post-Secondary Education reaffirmed many policies which the Association has long advocated for the health of higher education in Canada.

At a press conference following the Forum, which took place in Saskatoon October

25-28, Prof. Evans cited key items emphasized at the meeting — the strengthening of research capabilities, an increase in student accessibility, and more generous funding for post-secondary education.

In addition, he said, the Forum delivered a clear message to politicians to end federal/provincial bickering through the creation of effective joint mechanisms of co-operation and consultation.

The Forum, which was jointly sponsored by the Secretary of State and the Council of Ministers of Education, drew together representatives of the universities, policy makers, and business and labour leaders in a wide-ranging discussion of the future shape and direction of higher education in Canada.

The theme of a new coalition to rebuild and recreate post-secondary education in Canada was set at the opening

ceremonies by Secretary of State David Crombie who said: "If we do our work well here, people will be able to look back on this event as the turning point when Canada began to forge a new national consensus on the importance, accessibility and excellence of post-secondary education in this country." He saw the Forum as the "beginning of a continuing process for renewal".

Roland Penner, the Chair of the Council of Ministers of Education, said that the Forum should be "a springboard and not merely a platform". Mr. Penner urged consideration of ways for continuing the initiative of the Forum. He stressed accessibility, equity, and the optimal use of resources.

Also at the opening session, three speakers discussed the social and economic role of universities in Canada.

Maurice Strong, President

of American Water Development Incorporated and a former high official with the United Nations, spoke of the international context, particularly the imperative need for international action to guarantee our environment and the dramatic changes in the world economy. He cautioned that the vast power of science and technology posed risks as well as benefits for the world.

Mr. Strong said that the common denominator in establishing Canada's competitive position will be its capacity to develop and apply the knowledge and skills of Canadians. "If the principal source of added value and new wealth creation today is the application of human intelligence and knowledge, Canada's education system is the prime source of this capacity." Canada, he said, had to play a vigorous role in this new world or it would not survive. "We have never", he

Photos

Brian Segal, President of Ryerson, Chair of the Advisory Committee for the Forum and Forum Chairperson; Claude Castonguay, Chairman of the Board and Chief Executive Officer of the Laurentian Group Corporation and Chancellor of the University of Montreal, Forum speaker; Maurice Strong, Chairman and President of American Water Development Incorporated, Forum speaker; Rosemary Brown, Ruth Wyn Woodward Professor at Simon Fraser University, Forum speaker; Roland Penner, Chair of the Council of Ministers of Education, Canada; David Crombie, Secretary of State, Canada.

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CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS
ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITE



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Colloque national: l'enseignement postsecondaire sur la sellette

par Peter King
Vice-président de l'ACPU

Le président de l'ACPU, M. John Evans, a déclaré que le Colloque sur l'enseignement postsecondaire avait réaffirmé les nombreuses lignes de conduite que prône l'ACPU depuis longtemps au titre de l'enseignement postsecondaire au Canada.

A l'occasion d'une conférence de presse donnée après le Colloque qui a eu lieu à Saskatoon du 25 au 28 octobre, M. Evans a énoncé les points principaux qui ont été soulignés pendant ces journées de discussion, soit la consolidation de la capacité de recherche, l'amélioration de l'accessibilité aux études postsecondaires et un financement plus généreux de l'enseignement postsecondaire. Il a ajouté qu'on avait clairement fait savoir aux politiciens qu'il était temps de mettre un terme aux chamailleries fédérales et provinciales en créant un organe commun de collabora-

tion et de consultation efficace.

Le Colloque, co-parrainé par le Secrétariat d'État et le Conseil des ministres de l'Éducation, a réuni des représentants des universités, des décideurs publics, des gens d'affaires et des chefs syndicaux qui ont discuté de nombreux sujets liés à l'orientation et à l'état futur de l'enseignement postsecondaire au Canada.

Dès le début de la rencontre, le thème d'une nouvelle coalition pour reconstruire et recréer l'enseignement postsecondaire au Canada a surgi. Lors des allocutions d'ouverture, le secrétaire d'État, M. David Crombie, a déclaré: "Si nous faisons bien notre travail, on se rappellera de cet événement comme le moment décisif où le Canada a commencé à poser les bases d'un nouveau consensus national sur l'importance, l'accès et l'excellence de l'enseignement postsecondaire au Canada." Il a ajouté que le Colloque était le "début d'un processus con-

tinu de renouvellement".

M. Roland Penner, le président du Conseil des ministres de l'Éducation, a déclaré que le Colloque devrait être "un véritable tremplin et non pas une simple plate-forme". Il a fortement conseillé que l'on étudie des modalités qui poursuivent l'idée du Colloque. Il a mis l'accent sur l'accessibilité, la recherche et l'usage maximum des ressources.

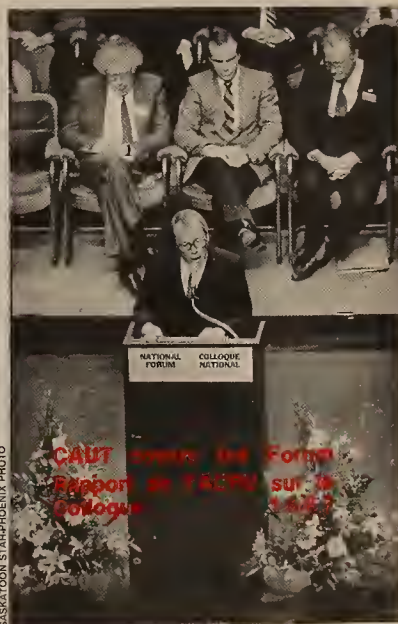
À la séance d'ouverture, trois conférenciers ont traité du rôle social et économique des universités au Canada. M. Maurice Strong, président de l'American Water Development Incorporated et un ancien haut fonctionnaire aux Nations-Unies, s'est attaché à l'aspect international, insistant sur le besoin d'agir à l'échelle internationale pour protéger notre environnement et rappelant l'évolution dramatique de l'économie mondiale. Il a souligné que l'immense pouvoir des sciences et de la technologie profitait au monde entier mais comportait également des risques.

Selon M. Strong, "le dénominateur commun qui permettra au Canada d'établir et de conserver sa compétitivité sera sa capacité de

Voir COLLOQUE/5

Photos

Brian Segal, Président du Colloque; Claude Castonguay, Président du conseil et chef de la direction de la Corporation du Groupe La Laurentienne et Chancelier de l'Université de Montréal, conférencier; Maurice Strong, Président et directeur général de American Water Development Incorporated, conférencier; Rosemary Brown, Chaire Ruth Wyn Woodward à l'Université Simon Fraser, conférencière; Roland Penner, Président du Conseil des ministres de l'Éducation du Canada; David Crombie, Secrétaire d'État du Canada.



SASKATOON STAR/PHENIX PHOTO

CAUT comments/Commentaires de l'ACPU

CAUT recommendations to the Governments of Canada

For the National Forum on Post-Secondary Education at Saskatoon

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1. (A) Developing our Human Resources

A key factor in the transition of Canada from a resource to a knowledge based economy will be a healthy and active university system. In such a changing economy, many predict that there will be a premium on the ability of individuals to adapt in the workplace and in their lifestyles. Such adaptability is characteristic of those who have received an advanced education.

The source of such educated people must continue to be the universities. If the graduates of the universities of the future are expected to compete in the international market place then sufficient investment will have to be made in the university system. There is nothing so special about being a Canadian that it can overcome a hurried, overcrowded, undersupported education in the university.

The universities will also continue to produce the highly qualified people needed for a complex society. However, if such graduates are to be first class then they must have access to the best that we can offer. Ways must be developed and enhanced to bring into the universities those who are at the leading edge of knowledge.

1. (B) The Advancement of Knowledge

(i) Canada's universities are key players in research and development in this country. However, Canada in general has been slow to develop its capacities to the same level as in the United States and a number of other industrial countries. CAUT believes that we need to increase our commitments to research in general and university research in particular. We believe that the federal government and the provinces should be commended for reaching agreement on the framework for a science policy which will be of benefit to all parts of the country. We also think that the Prime Minister should be commended for creating and chairing the National Advisory Board on Science and Technology. We note that a number of the provinces, in particular Quebec, Ontario, Alberta and British Columbia have made important commitments to research in their own provinces. But we have a long way to go.

We recommend that the federal government should:

- implement the 5 year plan which has shelved the Natural Sciences and Engineering Research Council (NSERC) and for the Social Sciences and Humanities Research Council (SSHRC) and develop an equivalent new plan for the Medical Research Council (MRC).

- ensure that the federal matching grant program generates new money for research and does not simply substitute private funds for federal dollars.

In particular it should end the freeze on the base funds of the three federal granting councils.

(c) review federal tax policy to ensure that university research is encouraged rather than discouraged. In particular tax policy should encourage donations in money or equipment to universities. It should also allow tax deduction for research expenses that are paid out of employment income. We recommend that the provinces should continue to develop their own research capacity co-operatively with the federal government. In particular no province should be penalized by the reduction of federal research grants because it has chosen to increase its own investments in research.

(ii) The Balance Between Basic and Applied Research

Canada needs both basic and applied research. Basic research provides the new ideas without which we cannot develop applications of science. Canada's universities do both applied and basic research and should be encouraged to continue to do so. However, at the present time there is a fear in university circles that basic research will be sacrificed by governments. We note that the Parliamentary Standing Committee on Science, Research and Technology recently concluded that basic research in general and fundamental research in space science in particular were underfunded in Canada. We, therefore, recommend that both levels of government pay particular attention to the development of basic research. In particular the federal government should end the freeze on the base funds of the three federal granting agencies since these funds are crucial to the development of basic research in Canada. CAUT also supports the recommendation of the Confederation of Alberta Faculty Associations to the Government of Alberta to expand the current heritage fund for medical research to include support for basic research in the sciences, engineering, social sciences and humanities. We suggest that all provincial governments should explore ways and means of encouraging basic research in the universities in their province.

(iii) The Humanities and the Social Sciences

Traditionally and unfortunately the humanities and the social sciences have been the poor cousins of university research in Canada. We believe that this situation should be reversed both because these disciplines contribute in important and specific ways to the well-being of Canada (research in regard to our foreign friends and competitors, on social problems in Canada, industrial relations, productivity and the like) but also because they are key to the way we function as citizens and individuals in Canada. CAUT recommends:

- that the federal government inaugurate as soon as possible its promised review of the funding arrangements of SSHRC with a view to ensuring real

See CAUT RECOMMENDATIONS/14

Recommandations de l'ACPU aux gouvernements du Canada

Pour le Colloque national sur l'enseignement postsecondaire à Saskatoon

1. (A) L'exploitation de nos ressources humaines

Pour assurer la transition d'une économie de ressources à une économie fondée sur les connaissances, il faut, comme facteur principal, un système universitaire actif et en santé. Dans une économie en évolution, ils sont nombreux ceux qui prédisent que l'on accordera beaucoup de valeur à la capacité d'adaptation d'une personne dans son lieu de travail et dans sa façon de vivre. Cette capacité d'adaptation se retrouve chez les personnes qui ont reçu une éducation poussée.

Les universités doivent continuer à former ces personnes. Si l'on veut que les diplômés universitaires de l'avenir rivalisent sur le marché international, il faudra alors investir suffisamment dans le système universitaire. Comme Canadien, il n'y a rien de si particulier qui puisse surpasser une formation suivie dans des universités pressées, boudées et sous-financées.

En outre, les universités continueront de produire des personnes hautement qualifiées dont une société complexe a besoin. Cependant, si nous voulons que ces diplômés soient les meilleurs, nous devons leur offrir ce qu'il y a de mieux en fait d'enseignement. Nous devons trouver des moyens d'attirer dans les universités ceux qui sont les chefs de file de la connaissance.

1. (B) Le perfectionnement des connaissances

(i) Les universités canadiennes jouent un rôle de premier plan dans la recherche et le développement au pays. Toutefois, le Canada, en général, a mis en valeur ses capacités plus lentement que les États-Unis et qu'un certain nombre de pays industrialisés. L'ACPU estime que nous devons augmenter nos engagements dans le domaine de la recherche en général et dans la recherche universitaire en particulier. Nous croyons qu'il faudrait encourager les gouvernements fédéral et provinciaux à s'entendre sur la structure d'une politique des sciences qui profiterait à tout le pays. Nous pensons également qu'il faudrait conseiller au premier ministre de créer et de présider le conseil consultatif national des sciences et de la technologie. Nous remarquons que certaines provinces, notamment, le Québec, l'Ontario, l'Alberta et la Colombie-Britannique, ont pris d'importants engagements en matière de recherche. Toutefois, il y a encore beaucoup de chemin à faire.

Nous recommandons que le gouvernement fédéral:

- mette en œuvre le plan quinquennal du Conseil de recherches en sciences naturelles et en génie (CRSNG) et du Conseil de recherches en sciences humaines qu'il a mis en vigueur et qu'il élabore un nouveau plan équivalent pour le Conseil de recherches médicales (CRM).

- s'assure que le programme fédéral de subventions de contrepartie produise de nouveaux crédits pour la recherche et ne se contente pas de substituer les fonds du secteur privé aux deniers fédéraux. Il devrait en particulier bloquer les budgets de base des trois conseils subventionnaires.

- révise sa politique fiscale de façon à ce qu'elle encourage la recherche universitaire plutôt que la décourage. La politique fiscale doit inviter en particulier les dons en argent ou en équipement aux universités. Il doit également permettre des déductions fiscales pour les dépenses de recherche qui sont assumées à même le revenu d'emploi. Nous recommandons que les provinces continuent de mettre au point leur propre capacité de recherche de concert avec le gouvernement fédéral. La réduction des subventions de recherche fédérales ne devraient pas pénaliser les provinces qui ont choisi d'augmenter leurs propres investissements dans la recherche.

(ii) L'équilibre entre la recherche de base et la recherche appliquée

Le Canada a besoin de la recherche de base et de la recherche appliquée. La recherche de base fournit les nouvelles idées sans lesquelles nous ne pouvons réaliser les applications de la science. Les universités canadiennes effectuent les deux sortes de recherche. Il faut les encourager à continuer de le faire. Cependant, les milieux universitaires craignent en ce moment que les gouvernements sacrifient la recherche de base. Récemment, le Comité parlementaire permanent de la science, de la recherche et de la technologie a conclu que la recherche de base en général et la recherche fondamentale dans le domaine spatial en particulier étaient sous-financées au Canada. Nous recommandons donc que les deux paliers de gouvernement accordent une attention particulière à la mise en valeur de la recherche de base. Le gouvernement fédéral devrait, notamment, débloquer les budgets de base des trois conseils de recherches subventionnaires puisque ces fonds sont essentiels au développement de la recherche de base au Canada. L'ACPU appuie également la recommandation de la Confederation of Alberta Faculty Associations au gouvernement de l'Alberta visant à augmenter le fonds du patrimoine à l'intention de la recherche médicale et à y inclure l'appui à la recherche de base dans le secteur des sciences, du génie, des sciences sociales et des sciences humaines. Nous proposons que tous les gouvernements provinciaux envisagent des moyens d'encourager la recherche de base dans les universités de leur province.

(iii) Les sciences humaines et sociales

Malheureusement, les sciences sociales et humaines sont par tradition les parents pauvres de la recherche universitaire au Canada. Nous croyons qu'il faudrait

Voir RECOMMANDATIONS DE L'ACPU/15

President's message/ Le mot du président

by/
par John Evans



This is being written just before the National Forum on Post-Secondary Education, which remains a constant focus of attention for the activities of the office. Two events I recently attended which were directly related to the National Forum were the B.C. Forum and the pre-Forum session at the University of Toronto.

On both occasions, the faculty associations took the lead in setting up a discussion of important issues. In BC, where the meeting was a province-wide assembly, many different viewpoints were aired. Some of these viewpoints directed faculty members to develop greater sensitivity and strategies for dealing with these issues.

It was clear, I thought, that governing bureaucracies have persuaded themselves there is a need for change. It has become commonplace to hear that it is not underfunding that is the major difficulty but rather the inability of the post-secondary sector to adapt. Such critics are

prone to set aside certain facts — that about 20% less is spent on each student now than 10 years ago, that the increase in the number of faculty has seriously lagged behind the increase in the enrollment of students, that the universities have indeed shown considerable adaptability in dealing with many more part-time students and returning students — in order to justify, the perceived need for change.

While an important part of the universities' contribution to society is the conservation of knowledge, we are not as a group a particularly conservative lot. Most of us have open minds about ways and means of adapting to changing circumstances.

As institutions, universities have changed a good deal in the last 25 years. Witness the growth in professional schools and faculties on campuses across the country. Surely, those who hold us out to be the luddites of intellectual and educational change have

difficulty with our willingness to respond to the needs of the society outside the walls of the academy. It was the professors of classics, philosophy, mathematics, physics, chemistry, English and other core subjects of the liberal educational tradition — those whom our opponents would label as incapable of change — who ap-

are told by the policy makers. Neither, most of us hope, will these institutions immediately follow the latest trend in demand for highly skilled individuals in the work force. These characteristics, however, cannot be used to support the charge that the institutions cannot adapt, only that they will not be easily managed to serve short term policy goals.

I wonder if the claim that the universities are incapable of change is part of a reaction to a major shift in the focus of post-secondary education — from the fostering of a relatively small elite to a mass education system. My suspicion that this is so has been strengthened by the linkage that is often made these days between the failure to adapt and a supposed decline in quality. This argument is a difficult one to develop creatively. The reason is that there are very few commonly accepted standards for measuring quality. We can always bemoan the quality of the present group of students; af-

ter all, this is a time honoured tradition of teachers. What is much more difficult to achieve is agreement among the critics over the measurements that are to be applied for making this judgement.

The absence of constructive debate over these issues is surprising. What is it that the universities need to do in order to satisfy the proponents of adaptability? I have no doubt their demands will require faculty to abandon claims to reasonable terms of employment, especially the prospect of attractive career paths. Let us have this debate. If the academics of this country cannot sustain their position by force of argument, so be it. I think we should have the confidence to enter that argument; do the critics? We must also have the political will to ensure that our arguments are not ignored.

**Our universities
will not be easily
managed to serve
short term policy
goals**

proved the professional programs in their own senates and faculty councils.

The charge of failure to be adaptable is made because there is a confusion among some between adaptability and manageability. No doubt it is frustrating that institutions which receive public funds will not immediately do what they

Le présent message a été rédigé avant le Colloque qui demeure donc au centre des activités du secrétariat. J'ai assisté à deux rencontres qui étaient directement liées au Colloque national, soit le colloque de la Colombie-Britannique et une session pré-colloque à l'Université de Toronto.

À ces deux occasions, les associations de professeurs ont été les premières à organiser un débat sur des questions importantes. En Colombie-Britannique, où il s'agissait d'un rassemblement provincial, différents points de vue se sont fait entendre. Certains points visaient à aider les professeurs à acquiescer à une plus grande sensibilité face à ces questions et à mettre au point des stratégies pour les régler.

De toute évidence, les bureaucraties se sont rendu compte qu'un changement était nécessaire. Il est monnaie courante d'entendre que le sous-financement n'est pas la cause première des problèmes du secteur postsecondaire, mais plutôt son incapacité à s'adapter. Afin de justifier ce besoin de changement, nos détracteurs sont enclins à oublier, entre autres, que les fonds consacrés à chaque étudiant sont 20% inférieurs à ce qui était versé il y a dix ans, qu'il y a un décalage entre la hausse du nombre de professeurs et celle du nombre d'étudiants, que les universités ont montré un degré considé-

nable d'adaptation à l'afflux d'étudiants à temps partiel ou de gens qui retournent aux études.

Tandis que les universités contribuent dans une bonne mesure à la conservation des connaissances, nous, en tant que groupe, ne sommes pas très conservateurs. La plupart d'entre nous avons les idées larges quant aux moyens de s'adapter au changement.

En tant qu'établissements d'enseignement, les universités ont beaucoup changé depuis 25 ans. À preuve, l'essor des écoles et des facultés professionnelles dans les universités canadiennes. De toute évidence, ceux qui nous accusent de luddisme intellectuel et pédagogique sont mal à l'aise face à notre volonté de satisfaire les besoins de la société extérieures. Ce sont les professeurs des études classiques, de philosophie, de chimie, d'anglais et d'autres matières principales de la tradition pédagogique libérale, ceux-là mêmes que nos détracteurs accusent d'être incapables de changer, qui ont approuvé les programmes professionnels au sein de leur propre sénat et de leur conseil de faculté.

On accuse les universités de ne pouvoir s'adapter parce que certains confondent adaptabilité et capacité de gérer. Il est frustrant, sans l'ombre d'un doute, de constater que les

établissements bénéficiaires de fonds publics n'exécutent pas immédiatement les directives des décideurs publics. Ces établissements ne suivront pas immédiatement, non plus, les dernières tendances en ce qui concerne la demande de main-d'œuvre hautement qualifiée, ce que la majorité d'entre nous espère. Cependant, on ne peut utiliser ces caractéristiques pour soutenir que ces établissements ne peuvent s'adapter, seulement, il ne sera pas facile de les administrer pour des objectifs à court terme.

Je me demande si le fait de

**Il ne sera pas facile
d'administrer nos
universités pour des
objectifs à court
terme**

prétendre que les universités ne peuvent changer n'est pas, en partie, une réaction à un virage important de l'enseignement postsecondaire qui, est passé d'une petite élite à un système d'éducation de masse. Mes soupçons sont renforcés par le lien que l'ont fait souvent entre l'incapacité de s'adapter et la supposée baisse de la qualité. Il est difficile d'élaborer cet argument avec de nouvelles idées parce qu'il existe très peu de normes communément accep-

tées pour évaluer la qualité. On peut toujours déplorer la qualité du groupe d'étudiants actuel. Après tout, n'est-ce pas ce que font les professeurs par tradition. Il est beaucoup plus difficile d'obtenir un consensus parmi les critiques quant aux méthodes d'évaluation à utiliser pour porter ce jugement.

L'absence d'un débat constructif sur ces questions est surprenant. Qu'est-ce que les universités doivent faire pour satisfaire les tenants de l'adaptabilité? Les professeurs

devront sans aucun doute cesser de réclamer des conditions d'emploi raisonnables, en particulier la possibilité d'une carrière attrayante. Faisons ce débat. Si les universitaires d'ici ne peuvent maintenir leur position à l'aide d'arguments, nous aurons fait ce que nous pouvons. Je pense que nous devons débattre la question avec confiance. En est-il de même de nos détracteurs? Nous devons en outre avoir la volonté politique de faire en sorte que nos arguments soient entendus.

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Ottawa, Ontario K1N 6N5



À la rédactrice/To the editor

SSHRC — questionable criteria?

I am rather concerned by the academically very questionable criteria the SSHRC has lately been applying to scholarly grant applications. As my attempts to receive satisfactory explanations of SSHRC's practices have failed, I should like to draw colleagues' attention to the subject, particularly since I am sure, I am not the only 'victim'.

I have been working on a long-term project of Russian nationalism and Russian religious revival in the USSR for a number of years, systematically at least since 1977. The research led me to deeper and deeper ravines and side alleys, resulting in the publication of not only some 25 scholarly papers and articles on the above dual subject, but also in two multi-volume books: *The Russian Church under the Soviet Regime, 1917-1982* (2 volumes) and *A History of Soviet Atheism and Anti-Religious Policies* (3 volumes, published by Macmillan in 1987-88). Both of these books are strictly speaking preliminaries to the main subject of research, side-alleys, as it were, to which the research on Russian nationalism and religious revival in the USSR led me while studying the subject historically and socio-politically.

Yet, in the eyes of the SSHRC's Adjudication Committee my academic output has not merited further sup-

port. In 1986 I was refused a sabbatical leave grant, while my application for a three-year research grant was cut to one year, and even that sum was reduced by nearly \$4,000 (from \$11,000 asked for). SSHRC judged that I needed no research assistants any more while working on the three-volume study of the history of Soviet anti-religious policies and leaving for Europe to work in the archives and libraries there!

Finally, in 1987 my renewed three-year grant application was turned down entirely, despite full support by all three of the external assessors, although one of them termed my project: "one of major international importance...likely to provide measuring rods for further study of Soviet ideology...P's project is of first-rank importance..."

The SSHRC refusal blurb stated: "Although the assessors...recommended approval, the Committee believes that previous support awarded should have been sufficient to enable completion of the project...The Council is not expected to fund all research undertaken on the basis of past reputation of an applicant..."

In other words: 1. On the one hand, the Council considers that five volumes plus some 25 published papers is an insufficient academic output for eight years of modest

grants to a full-time teaching scholar! 2. On the other hand, it claimed I was expecting a grant on the basis of past publications alone at the very time when I was writing the third volume of my second major study relating to the project, although, granted, not yet completing the original project.

In this case a scholar is being penalized for having found that his subject is more complex than originally perceived, for delving into the subject and researching it more fully and for 'overproducing'.

I find this very peculiar, to say the least, and deserving of threshing the subject of SSHRC's practices, policies and decision-making criteria by the academic public of Canada.

D. Pospelovsky
Dept. of History
The University of
Western Ontario

Letters policy

The CAUT Bulletin welcomes letters to the editor. Letters must be signed, typed, double-spaced and the length must not exceed 400 words. The editor reserves the right to shorten letters as necessary.

More on the Mary Warner Case

In his letter published in the October issue of the *Bulletin*, W.A. Matheson is somewhat too modest in introducing himself simply as "Vice-President". He was and is, in fact, the vice-president of the administration that fired Mary Warner.

Martha Husain
Department of Philosophy
Brock University

I much prefer Professor Deborah Harrison's story of Mary Warner (*Bulletin* June 87) to the smokecreens offered by two letters in the October issue of the *Bulletin*, not least because Professor Harrison's story deals with issues, facts and failed procedures.

Could it be that one of the constraints the chairman of the History Department at Brock neglected to mention in his response to "The Mary Warner story" is that he has been named, with others, in one of the writs brought by Mrs. Warner?

Similarly, the puffery of administrators who raise charges of "innuendo, insinuation, distortion and exaggeration" while claiming to be unable to give a detailed and specific response, should not deflect readers away from the obvious fact that neither of the letters addresses any of the issues raised by Professor Harrison's story. Inflated rhetoric, however, has often been used to cover many an

administrative backside.

In this case the secretary had the guts to stand up and be counted, initially in a case that was brought to the attention of members of the Sexual Harassment committee and, subsequently, against her shameful and wrongful dismissal.

Frederick C. Drake,
Dept. of History,
Brock University

Was it coincidence that in the October issue of the *Bulletin* two items appeared side by side on page 6? One was an announcement of the recipient of the J.H. Stewart Reid Fellowship for 1987-88. The other, headed 'Mary Warner story', consisted of two letters from members of Brock University.

This might serve as a reminder that Stewart Reid's name and memory are honoured, not merely because he was the first executive secretary of CAUT/ACPU, but because in the late 1950's he and others (Ken McNaught and the late Harry Crowe foremost) refused to be browbeaten by a college administration.

If it was only coincidence, there is nothing to be said. If not, then some of your readers might feel that the *Bulletin* is to be complimented on a timely juxtaposition.

J.M. McEwen
Dept. of History
Brock University

Not vigilant enough

Professor Hilborn's many letters never cease to amuse. In his latest he apparently argues that members of the Communist Party may justifiably be prevented from teaching in universities, because we have empirical evidence that in the past some of those who did became Soviet agents and recruited others. The danger of this, we must suppose, lies in the loss to the Soviets of Western information, perhaps in such desperately sensitive areas of Western security as Greek prosody, thereby causing the West to fall even further behind in the prosody race.

Alas, I fear that even Professor Hilborn is not vigilant enough. We have empirical evidence that in the past some of those with access to sensitive information (including recently several of America's own truest and bravest) have been recruited as Soviet agents in return for money. Such entrepreneurs, acting on deeply held capitalist principles, are a menace to the West. And Professor Hilborn will surely agree that those who believe in free markets and who advocate capitalism and entrepreneurship ought to be excluded from teaching positions in the universities, where they can sell the secrets of their disciplines to the Russians and encourage their students to do the same.

Nicholas Griffin
Dept. of Philosophy
McMaster University

Research should be open and free

There seems to be a general and sustained cry for more money for research. The impression given is that only through research can Canada keep abreast of world technology and progress and maintain our high standard of living. The more imaginative of our academic leaders warn of dire consequences if research money is not increased and usually back up their arguments with statistics showing how much more money is spent per capita in Japan, Germany, U.S.A., etc., and finally how pitiful our efforts are in Canada. Underpinning this logic is the premise that research can only do good for mankind. After all, who doesn't want a cure for cancer or AIDS? How can it possibly come about if not through research, and who is in a better position to do research than the university community?

Before we get carried away with this logic perhaps we should look at the reality. What in fact will be researched?

The majority of scientists today are doing research in the military field. In the biological sciences more and more research is directed to destroying life rather than saving life. The universities are no more moral than private industries. We already have in Canada the case of numerous innocent victims being tortured at the Allan Memorial Institute in Montreal in CIA-financed brain washing experiments. If twice as much money had been available for these experiments and twice as many victims involved would we be any better off?

Accepting money for military research brings with it secrecy which in turn breeds corruption and conflict of interest. We have been told for years that a person doing research can better teach since he is at the cutting edge of knowledge. However, how can such a professor share his knowledge with students and colleagues if it is secret? In fact, for fear of revealing anything there will be a tendency to curtail the lecture notes since there may be a very thin division between what is and

is not secret.

We must not allow our universities to become large research centres having nothing to do with education. It is also time for our schools to return to some elementary honesty. As education is a provincial responsibility the salaries paid to the professors, whose main responsibility should be teaching, comes from their province. It is very common for a professor, who may be getting \$40,000 plus, to get a \$15,000 grant and then do as little teaching as possible while concentrating all his efforts on his research. This is very unfair to the taxpayers and the students. Time which should be spent on teaching and advising students is spent on research.

In my opinion the character of the university will be determined by the nature of the research that will be done in the university. We must ensure that the research is open and free to public scrutiny and that it advances humanistic goals.

Carl Goldman
Department of
Civil Engineering
Concordia University

NATIONAL FORUM

From the cover

argued, "adequately appreciated the importance of the educational system as an economic resource".

Mr. Strong said Canada must look to its educational system "to ensure that Canadians are provided with the knowledge, the skills, the attitudes and the disciplines required to keep us in the front ranks of the world economy. This means that we must accelerate our spending on education and regard it as an indispensable investment in the future of our country." He urged examination of the tax system, loan arrangements, and the role of the private sector in technical and vocational education. If this were a war, he argued, we would find the money.

The second speaker, Claude Castonguay, Chair of the Board and Chief Executive Officer of the Laurentian Group Corporation and a former Quebec cabinet minister, noted that the world had been transformed by the computer and the creation of a highly competitive global economic village. "Under these circumstances", Mr. Castonguay suggested, "the expectations that a society may have with regard to its education system, particularly its post-secondary education system, are considerable." He said that in this respect "... it is

hoped that the public will develop a firm conviction that this country cannot continue to be economically viable and socially progressive if it fails to recognize that quality higher education must be a national priority that is clearly and precisely defined and supported by sufficient funding."

"The more our country provides a solid and dynamic foundation for post-secondary education and research, the better future it will offer to Canadians and the more it will succeed in carving out an enviable place in the world", Mr. Castonguay said. In this context, he continued, we must ask ourselves if we have a sufficient number of researchers in all fields where the future of humanity is at stake.

Mr. Castonguay urged universities to emphasize the environment, ethics and the development of a new humanism. He called on the conference to address questions concerning accessibility, regional disparity, and co-operative ventures with the private sector. Participants should also ask, he said, whether funding arrangements should take into account quality as well as numbers, and how to secure a stronger commitment to research, bilingualism, and better forms of university management.

The third speaker, Rosemary Brown, a professor at

Simon Fraser University and former NDP MLA in British Columbia, stated that post-secondary education "... should have a broad even global vision - it should be perceived as preparing students to work anywhere in the world in any field taking with them integrity, intellect and critical faculties". She saw education

dom, less responsibility for childcare, and more help from their husbands with the dishes and the housework. Rather, they were calling for a fundamental reappraisal of the functioning of society, the reallocation of social resources, and the elimination of society's hierarchical structure. She gave as examples the need

commitment and a statement to that fact as well as the inclusion of feminist scholarship and theory in the curricula content, of courses in all disciplines; it can also be achieved by introducing special bridging resources such as extended financial support, flexible hours, childcare and Women's Studies Departments."

Despite the challenges posed by these addresses, many faculty came to the Forum suspicious of whether or not the organizers really wanted to address such issues, as well as the fundamental problem of under-funding. The conference was structured to provide two days of work-shops in which each group examined the themes of the conference - research, accessibility, funding, and political and management structures. The Forum organizers had decided in advance that no resolutions would be permitted. Instead, rapporteurs would summarize the different points of view and three theme secretaries would report on the last day.

Would all views be reported or only those that pleased the powers that be? The existence of a highly tendentious series of questions gave some credence to this fear. Prof. Evans expressed his concerns in a press conference but stated that he was willing to see what the Forum actually delivered. In particular, the Forum organizers seemed anxious to suggest that the responsibility for the problems being

experienced by the universities lay with the universities and colleges themselves because they had not persuaded the people of Canada of the merits of their case.

Prof. Evans said there was no evidence for the organizers' position since poll after poll over the years had indicated the highest level of support for the universities. The politicians and bureaucrats make this assertion in order to justify their policy of doing nothing, he said. It was outrageous to blame the universities when under-funding by governments was the fundamental problem. He outlined to the media the recommendations that CAUT was making for the future of our universities to the provincial and federal governments (see page 2 for the complete text).

It was perhaps ironic that some of the documentation of the Forum posed the question of whether or not post-secondary education could reasonably expect to receive increased funding just when the Auditor-General Kenneth Dye came out with his annual report on government spending. In his report, Mr. Dye criticized the federal government for overruling its own officials as well as the government of Alberta in giving \$5,000,000 to the Ghermezian brothers, owners of the West Edmonton Mall, to build an amusement centre in that com-

See NATIONAL/6

"We must accelerate our spending on education and regard it as an indispensable investment in the future of our country...If we were to face a war we would certainly find the money, and the challenge we now face in revitalizing and revamping our educational system is, if less dramatic, even more important to the future of Canada than any of the wars we have fought."

Maurice Strong
National Forum, October 1987

as a life-long experience and urged that it must involve a commitment to equality, peace and the improvement of the quality of life.

Ms. Brown laid particular emphasis on equality, especially on equality for women and native peoples. She noted that women were not asking simply for relief from bore-

to re-evaluate education in law and social work in this context.

"One of the challenges to post-secondary education," Ms. Brown said, "is that it be relevant to the massive influx of women entering its institutions, and to the agenda which they bring with them. This can be achieved through a public

COLLOQUE NATIONAL

De la page 1

développer et d'appliquer les connaissances et les aptitudes des Canadiens, car si la principale source de valeur ajoutée et de nouvelle richesse est, de nos jours, l'application de l'intelligence et du savoir humain, le système d'enseignement du Canada constitue la principale source de cette capacité." Il a ajouté que le Canada devrait jouer un rôle vigoureux dans ce nouveau monde s'il voulait survivre. "Nous n'avons jamais compris, a-t-il soutenu, l'importance du système d'enseignement comme ressource économique."

M. Strong a déclaré que le Canada devait "compter sur son système d'enseignement pour veiller à ce que les Canadiens aient à leur disposition les connaissances, les aptitudes, les attitudes et les disciplines qui nous permettront de rester au premier plan de l'économie mondiale. Cela signifie que nous devons accélérer le rythme de nos dépenses en matière d'enseignement et les considérer comme un investissement indispensable dans l'avenir de notre pays." Il a insisté pour que le régime fiscal, les modalités de prêts et le rôle du secteur privé dans l'enseignement professionnel et technique soient examinés. S'il y avait une guerre, a-t-il soutenu, nous trouverions l'argent nécessaire.

Le deuxième conférencier,

M. Claude Castonguay, président du conseil et chef de la direction de la Corporation du Groupe La Laurentienne et ancien ministre du Québec, a fait remarquer que l'ordinateur et la création d'un village planétaire économique fort concurrentiel avaient transformé le monde. "Dans cette conjonction, a-t-il laissé entendre, les attentes que peut entretenir une société à l'égard de son système d'enseignement, particulièrement de son système d'enseignement post-secondaire, sont considérables." Il a ajouté que, "dans cette perspective, il faut souhaiter que s'établisse dans la population une conviction ferme que ce pays ne pourra continuer à être économiquement viable et socialement progressiste s'il ne reconnaît pas qu'un enseignement supérieur de qualité doit être une priorité nationale définie avec rigueur et lucidité et soutenue par des investissements adéquats."

M. Castonguay a poursuivi en disant que "plus notre pays donnera une assise solide et dynamique à l'enseignement post-secondaire et à la recherche, plus il offrira un avenir aux Canadiens et aux Canadiennes, plus il réussira à se tailler une place enviable dans le monde." Dans cette perspective, selon lui, nous devons nous demander si tous les domaines où l'avenir de l'humanité est en jeu comptent un nombre suffisant de chercheurs.

M. Castonguay a en outre invité fortement les universités à mettre l'accent sur l'environnement, l'éthique et la création d'un nouvel humanisme. Il a exhorté les délégués à aborder les questions de l'accessibilité, de la disparité régionale et des modes de collaboration avec le secteur privé. Selon lui, les par-

Mme Rosemary Brown, ancienne députée néo-démocrate de la Colombie-Britannique, a soutenu que l'enseignement post-secondaire "... devrait avoir une vue plus large, pour ne pas dire globale; on devrait percevoir que cet enseignement prépare les étudiants à travailler partout au monde et dans n'importe quel domaine,

notamment pour les femmes et les peuples autochtones. Elle a fait remarquer que les femmes ne demandaient pas uniquement d'être délivrées de l'enlui, d'avoir moins de responsabilités dans le soin des enfants et plus d'aide de la part de leurs époux à l'égard de la vaisselle et des tâches ménagères. Elles voulaient plutôt une réévaluation du fonctionnement de la société, une réattribution des ressources de la société et l'abolition de la structure hiérarchique. A titre d'exemple, elle a cité le besoin de réévaluer l'enseignement du droit et du travail social dans cette perspective.

"Les établissements d'enseignement post-secondaire, a-t-elle déclaré, doivent, entre autres défis, répondre à l'afflux de femmes et aux questions qu'elles entraînent, par un engagement public et d'urgence à cet égard ainsi que par l'intégration d'une dimension et d'une théorie féministes aux programmes d'études dans toutes les disciplines et par la création de ressources intermédiaires, notamment par un appui financier élargi, des horaires souples, des garderies et des départements d'études féminines."

Malgré les défis que posaient ces allocations, de nombreux professeurs ont assisté au Colloque en se demandant si les organisateurs voulaient vraiment discuter de ces questions ainsi que du problème fondamental du sous-financement. Le colloque était structuré de façon à offrir

deux jours d'ateliers dans lesquels chaque groupe étudierait les thèmes proposés, soit la recherche, l'accessibilité, le financement ainsi que les structures politiques et administratives. Les organisateurs du Colloque avaient décidé au préalable que les résolutions seraient interdites. Des rapporteurs se chargeraient plutôt de résumer les différents points de vue et trois secrétaires thématiques feraient rapport le dernier jour.

Est-ce que toutes les opinions seraient rapportées ou seulement celles qui plaisaient aux pouvoirs établis? Une série de questions très tendancieuses a ajouté foi à cette crainte. A l'occasion d'une conférence de presse, M. Evans a fait part de son inquiétude à cet égard mais a indiqué qu'il était disposé à attendre les résultats du Colloque. Les organisateurs, notamment, semblaient impatients de blâmer les universités pour les problèmes auxquels elles font face parce qu'elles n'avaient pas réussi à persuader les Canadiens des mérites de leur cause.

M. Evans a déclaré que la position des organisateurs ne pouvait s'appuyer sur la moindre preuve car les sondages ont démontré au cours des ans que l'on appuyait majoritairement les universités. Il a ajouté que les politiciens et les bureaucrates faisaient ces affirmations pour justifier leur inaction. Il est scandaleux de blâmer les

Voir COLLOQUE/7

"Nous devons accroître le rythme de nos dépenses en matière d'enseignement et les considérer comme un investissement indispensable, dans l'avenir de notre pays...Si nous faisons face à une guerre, nous trouverions certainement l'argent; le défi qui se pose à nous aujourd'hui et qui consiste à revitaliser et à réorganiser notre système d'enseignement est certes moins dramatique, mais encore plus important pour l'avenir du Canada que toutes les guerres auxquelles nous avons participé."

Maurice Strong
Le Colloque national, octobre 1987

participants devraient se demander si les formules de financement devraient tenir compte ou non de la qualité et du nombre d'étudiants, comment obtenir un engagement plus ferme envers la recherche et le bilinguisme ainsi qu'un mode de gestion des universités amélioré.

La troisième conférencière,

y apportant leur intégrité, leur intelligence et leurs facultés essentielles". Pour elle, l'enseignement fait partie intégrante de l'expérience de toute une vie et il doit constituer un engagement à l'égalité, la paix et l'amélioration de la qualité de la vie.

Mme Brown a particulièrement mis l'accent sur l'égalité,

The genesis of the National Forum

by Donald C. Savage
CAUT Executive Secretary

The National Forum on Post-Secondary Education was announced by the federal government in the Speech from the Throne in October, 1986. In it the government proposed a series of measures to address issues pertaining to universities and to research and development. The government's action resulted from an initiative of the former President of Trent University, Tom Symons, who, along with CAUT, had lobbied the government concerning its failure to act on the commitments made to the university community in the 1984 election. Dr. Symons and CAUT had also insisted that the Speech from the Throne should provide a signal of the government's intentions.

In a meeting to discuss the proposed Forum, Secretary of State David Crombie told the CAUT that he saw the Forum as an excellent opportunity to put the issue of post-secondary education on the public agenda, and to rally public opinion. Mr. Crombie then successfully negotiated with the Council of Ministers of Education for joint sponsorship of the Forum.

This was no mean achievement since post-secondary education has been a strong point of contention between Ottawa and the provinces for years. Mr. Crombie's feat was widely remarked on at the Forum itself and many saw it as a hopeful symbol of future co-operation between both levels of government.

The Secretary of State and the Council of Ministers of Education announced the project in April of this year.

At first it appeared that preparations for the Forum would be smooth sailing. However, it soon became

apparent that some serious problems were emerging. The Forum modelled its planning structure on a disastrous earlier attempt by the Council of Ministers to create a similar discussion body. There were two planning groups — a committee of deputy ministers and another of outside persons. It seemed to many that the latter group would be there purely to lend credibility to the decisions of the former.

Also, a very sharp debate arose over the agenda, with the governments attempting to prevent any discussion of funding. In the end, the main subjects suggested by CAUT — research, scholarship, accessibility, and funding — were present on the agenda.

Finally, a battle developed over the list of invitees. Earlier, CAUT had warned the secretariat organizing the Forum that if the situation turned out to be one in which 490 businessmen, university administrators, labour leaders, bureaucrats and politicians instructed ten working professors on how to teach and do research, it would be a disaster. Still, the secretariat refused to divulge the list of those it was going to invite. When a preliminary mailing list was examined by CAUT, it was discovered that this restrictive manoeuvre was precisely what was being proposed.

The news provoked an uproar from coast to coast. Nor was CAUT alone in having been neglected. Other key national organizations involved in post-secondary education had been left out. Labour was dissatisfied with its numbers when compared to management. The dissatisfaction spilled over at the CAUT lobbying confer-



CAUT President John Evans and Executive Member Jane Gordon were with the CAUT delegation at the National Forum.

ence in June when the delegates had a spirited debate on the matter with Jean Fournier, the Under Secretary of State.

CAUT began planning to hold a rival conference at Regina. At this point, however, the list of Forum invitees was revised. Five members of the CAUT Executive were invited along with faculty association executives at the provincial and local level, plus additional professors and particularly women academics.

At that point, CAUT determined that it would participate and that it would do so energetically to try to ensure that the concerns of the university community in general and the academic staff in particular would be heard. It was, in the eyes of CAUT, a good opportunity to lobby intensively some 500 to 600 individuals plus the media who would be in one place for three days and to hear their views expressed formally and informally. Many of the delegates would be influential in future decision-making regarding post-secondary education at

the local, provincial or national level.

Nevertheless, the list of invitees was hardly ideal. The President of the University of Saskatchewan Faculty Association, for instance, was excluded as a delegate, as were all other faculty from that university, until a single delegate was added in the last week — this despite the fact that the Forum was taking place in their city.

Meanwhile, the secretariat had some good ideas for coverage of the Forum. CAUT had proposed early on that the Forum be carried on the parliamentary channel after the close of parliamentary procedures. This was negotiated successfully with the CBC. The federal Department of Communications agreed to fund the technology to permit a series of mini-Forums at other locations in the country so that the number of participants could be expanded. Unfortunately, this imaginative development was approved so late there was little time to organize. In addition, some of the same bureaucratic

rigidity emerged. In Newfoundland, for instance, no non-administrative faculty member was invited to be a member of the panel. This meant it was difficult to take very seriously some of the contributions from the mini-Forums.

When the secretariat provided CAUT with the final list of invitees, CAUT then prepared a series of documents on the problems facing universities which were mailed to each participant at two week intervals throughout August, September and early October.

CAUT also sent the delegates copies of "The Tory Record" — the special issue on governmental policies in Ottawa published in the September CAUT Bulletin — and "The University: Who Needs It?" which was published as a special supplement in the October Bulletin.

At the Forum itself, the Association distributed the CAUT recommendations which appear elsewhere in the Bulletin and a major position paper, jointly with the documentation of the Canadian Federation of Students and of the AUCC. That provoked a last minute manoeuvre on the part of the secretariat, which had already refused CAUT a list of the delegates by hotel. It turned out that both the secretariat and the CAUT had each independently arranged with the hotels in Saskatoon to have their own information tables set up in the lobbies, staffed by students from the University of Saskatchewan. Since the students all knew each other, they joined their tables and sat together. In an apparent attempt to ensure that the dividing line between government information and faculty information was

clearly drawn, the secretariat solemnly sent someone around to ensure that the students were all at least two feet apart in separate tables. As a postscript to the Forum, the President is writing all the delegates thanking them for their commitment to post-secondary education and sending them a copy of this issue of the Bulletin.

A number of provinces held pre-Forum meetings. The most extensive was organized by Simon Fraser University faculty and administrators. The President of CAUT attended. Several provinces, such as Manitoba, held meetings with their respective Ministers. Manitoba produced a briefing document for the Forum. Other documentation was clearly last minute. The government of Newfoundland managed to produce a document on post-secondary education in that province which never once mentioned Memorial University.

The Forum secretariat will be producing the proceedings of the Forum both in written and video form. CAUT favours this development. However, the Association was dismayed by suggestions that the secretariat should stay in place in order to assist in the development of post-Forum meetings on a provincial or regional basis. The provinces or their institutions of higher learning can surely manage this themselves. Perhaps the President of the McGill Association of University Teachers was correct in stating that such future meetings should be organized by the participant constituencies and not by the politicians and bureaucrats who have their own agenda.

NATIONAL....5

plex which, the officials had said, was viable without public funds. Nothing could better illustrate one of the themes of the CAUT delegation, namely that government funding is a question of choice, not of a total lack of funds, and that for the last decade or so governments have chosen to give little attention to post-secondary education.

Paul Gallagher, the Principal of Vancouver City College and one of the theme secretaries, asked at the beginning of the conference for some clarity on the issue of general versus technical education. A response was provided the next day by Lise Bissonnette, the former editor of *Le Devoir*. In her review of the first day's proceedings, Ms. Bissonnette noted that there was not only an overwhelming commitment to higher education on the part of all the constituencies at the Forum, but that there was also a surprising consensus on the need for

a basic liberal arts and science curriculum for all students — one that would comprise traditional concerns of history, science, philosophy, and culture, and also newer concerns of women's studies and the environment. Her pointed and elegant analysis changed the tone of the conference and encouraged the delegates to present their views in a more forthright way.

On the last morning, the conference theme secretaries summed up the various viewpoints. Michèle Fortin, who was charged with the theme of accessibility, noted that accessibility was taken by many as a fundamental given in the system. Participants believed, she said, that it must remain a major part of higher education policy, and that, in fact, an enlarged view of accessibility was needed both in terms of constituencies and specific ways of assisting. She stated that the Forum did not believe that quality had to be sacrificed in order to satisfy the need for accessibility; as

she noted from one seminar, the non-traditional want a share of excellence too.

Ms. Fortin also suggested there was a prevalent view among Forum participants that universities and colleges could not remain passive when faced with these demands but should be actively searching out solutions. She warned that only systems could respond to these pressures since not all institutions could play all roles. She stated that there was also concern expressed over the issue of foreign students in Canada and no agreement on the subject of student fees.

Ronald Watts, former Principal of Queen's University and theme secretary responsible for the area of higher education funding, noted that there was an overwhelming consensus on the need for a national agenda in post-secondary education. He saw also a frustration with jurisdictional battles, and an insistence that there was a national interest beyond the constitutional structures and argu-

ments. Dr. Watts said it was evident there was widespread concern about the inadequacy of the resources available for post-secondary education. But, he noted, there was less consensus on who was to blame. Some wanted to blame the universities for not making their case more strongly, while others urged them simply to reallocate resources. However, there was a belief on the part of the majority that governmental support should be increased — a belief that echoed views expressed in the opening plenary.

Dr. Watts noted that, whatever the theoretical debate over development, there was clear empirical evidence that political entities heavily committed to high technology were also strongly committed to their post-secondary educational systems, e.g. Massachusetts, California and Japan. That view of the necessity for new funds was strongly supported in interviews by the CAUT Bulletin with Tony Macerollo, the

Chairperson of the Canadian Federation of Students, and with Wilf Hudson of the Manitoba Federation of Labour.

Dr. Watts observed that there were no takers for the view that the federal government should restrict its role in research and in graduate studies. He said that there was only limited discussion of the propositions of the secretariat suggesting that internal arrangements in the universities were a serious problem. However, he did note that in some seminars there were attacks on bureaucratic administrators and in others a sharp debate about tenure.

Dr. Watts found mixed views on centres of excellence. The debate in one seminar was typical. No one wanted central planning of the universities and colleges by bureaucrats — the antipathy toward this prospect was marked on the part of all constituencies. It was noted that the system had already dramatically concentrated research dollars in a

small number of universities and that it was universally agreed that highly expensive and specialized scientific and medical equipment was not now and could not in the future be provided to all universities. Networks, particularly in the computer age, were better ways to create research teams and multi-disciplinary approaches than requiring all participants to work at one physical location.

It was also noted that, while differentiation was not unreasonable, it would not likely be cheap if it were genuine. For instance, the budgets of good liberal arts colleges in the United States were many times larger on a per student basis than those of institutions of comparative size in Canada, and distance learning frequently persuaded more rather than less people to attend colleges and universities later on.

Earlier, Quebec's Education Minister Claude Ryan had

See NATIONAL/12

La genèse du Colloque national

par Donald C. Savage
Secrétaire général de l'ACPU

Le Colloque national sur l'enseignement supérieur a été annoncé par le gouvernement fédéral dans le discours du trône prononcé en octobre 1986. Le gouvernement proposait alors une série de mesures visant à aborder les questions touchant les universités et le développement. Le gouvernement a décidé d'agir de la sorte à la suite d'une initiative de l'inspecteur de l'Université Trent, M. Tom Symons qui, de concert avec l'ACPU, avait exercé des pressions auprès du gouvernement pour lui faire remarquer qu'il n'avait pas donné suite aux engagements pris envers le milieu universitaire pendant la campagne électorale de 1984. M. Symons et l'ACPU n'avaient alors pas manqué de souligner que le discours du trône devait servir à communiquer les intentions du gouvernement.

Au cours d'une réunion sur le Colloque proposé, le secrétaire d'Etat David Crombie a laissé entendre à l'ACPU qu'à ses yeux, le Colloque donnait l'excellente occasion de porter la question de l'enseignement supérieur au programme des affaires publiques et de rallier l'opinion du public. Par la suite, c'est avec succès que M. Crombie a négocié avec le Conseil des ministres de l'Education pour assurer l'organisation conjointe du Colloque.

C'était là une réalisation d'envergure puisque pendant des années, l'enseignement supérieur a été un important sujet de discorde entre Ottawa et les provinces. La réussite de M. Crombie a été fort remarquée au Colloque lui-même et nombreux sont ceux qui l'ont perçue comme le signe prometteur d'une future collaboration entre les deux paliers de gouvernement.

Le Secrétaire d'Etat et le Conseil des ministres de l'éducation ont annoncé le projet en avril dernier.

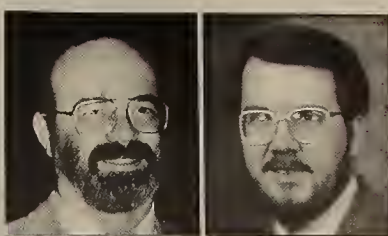
Au départ, il a semblé que

les préparatifs du Colloque se dérouleraient sans a-coups. Mais quelques sérieux problèmes sont très vite apparus. En effet, la structure de planification du Colloque s'inspirait d'une tentative précédente désastreuse du Conseil des ministres de l'Education pour créer un organe de discussion similaire. Il y avait deux groupes de planification: un comité composé de sous-ministres et un comité composé de personnes de l'extérieur. Il a semblé à un grand nombre que le groupe composé de personnes de l'extérieur ne servirait qu'à insuffler la confiance dans les décisions du comité de sous-ministres.

En outre, un débat acharné a éclaté au sujet de l'ordre du jour, les gouvernements essayant d'éviter toute discussion touchant le financement. En fin de compte, les principaux sujets proposés par l'ACPU — recherche, bourse d'études, accessibilités et financement — ont été portés à l'ordre du jour.

Enfin, la liste des invités a suscité le désaccord. L'ACPU avait précédemment averti le secrétariat chargé d'organiser le Colloque que si celui-ci prenait l'allure d'une rencontre où 490 gens d'affaires, administrateurs d'universités, dirigeants syndicaux, bureaucrates et politiciens montreraient à dix professeurs en exercice comment enseigner et faire des recherches, ce serait un vrai désastre. Mais ça n'a pas empêché le secrétariat de refuser de divulguer la liste des personnes qu'il invitait. Lorsque l'ACPU a enfin pu examiner la liste d'adresses préliminaire, elle a découvert que cette manœuvre restrictive était précisément ce que l'on proposait.

La nouvelle a provoqué une tempête de protestations d'un bout à l'autre du Canada. Et l'ACPU n'avait pas été la seule à avoir été négligée. D'autres grandes associations nationales du secteur de l'enseignement



Al Sharp, président sortant, et Peter King, vice-président, ont représenté l'ACPU au Colloque national.

supérieur avaient été laissés de côté. Pour leur part, les syndicats n'étaient pas satisfaits de leur représentation, comparativement à celle du patronat. Le mécontentement a atteint un sommet à la "conférence sur le lobbying" de l'ACPU, en juin, lorsque les délégués ont entamé un débat virulent sur la question avec Jean Fournier, le sous-secrétaire d'Etat.

L'ACPU a commencé à planifier une conférence rivale à Regina. Toutefois, à ce moment-là, la liste des invités avait été révisée. C'est ainsi que cinq membres du comité de direction de l'ACPU ont été invités ainsi que des dirigeants d'associations de professeurs à l'échelle tant provinciale que régionale, d'autres professeurs et en particulier des femmes universitaires.

C'est alors que l'ACPU a décidé qu'elle participerait au Colloque et qu'elle le ferait avec dynamisme pour veiller à ce que les préoccupations du milieu universitaire en général et du personnel universitaire en particulier reçoivent l'attention voulue. Pour l'ACPU, c'était l'occasion d'exercer des pressions intenses auprès de 500 à 600 personnes et de représentants des médias qui seraient réunis pendant trois jours et de prêter l'oreille à leurs points de vue exprimés officiellement et officieusement. De nombreux délégués

auraient de l'influence dans le futur processus décisionnel sur la question de l'enseignement supérieur à l'échelon régional, provincial ou national.

Mais la liste des invités n'était certes pas parfaite. Par exemple, le président de la University of Saskatchewan Faculty Association était exclu de la liste des délégués ainsi que tout le corps enseignant de cette université, jusqu'à ce qu'un seul délégué soit finalement ajouté à la liste la dernière semaine — en dépit du fait que le Colloque se déroulait dans la ville qui abrite cette université.

Entre-temps, le secrétariat émit quelques bonnes idées concernant le reportage du Colloque. L'ACPU avait déjà proposé que le Colloque soit transmis sur la chaîne parlementaire, après la clôture des procédures parlementaires. C'est ce qui avait été négocié avec succès avec Radio-Canada. Le ministère fédéral des Communications a convenu de financer la technologie nécessaire à la tenue d'une série de mini-colloques dans d'autres villes du pays, pour accroître le nombre de participants. Malheureusement, cette brillante idée a été approuvée si tardivement qu'il restait peu de temps pour la mettre en oeuvre. En outre, les mêmes rigidités bureaucratiques ont refait surface. Par exemple, à

Terre-Neuve, aucun membre du corps universitaire non administratif n'a été invité à siéger au groupe d'experts. Il était donc difficile de prendre très au sérieux certaines contributions émanant des mini-colloques.

Après que le secrétariat eut remis une liste finale des invités, l'ACPU a préparé une série de documents sur les problèmes auxquels se heurtent les universités, les quels documents ont été envoyés par la poste à chaque participant toutes les deux semaines, en août, en septembre et au début d'octobre.

L'ACPU a également envoyé aux délégués des exemplaires du *Bulletin de l'ACPU* le numéro spécial paru sur les politiques gouvernementales à Ottawa dans le *Bulletin de l'ACPU* de septembre et qui a pour titre *Un besoin d'une université?*

Au Colloque, l'Association a distribué les recommandations de l'ACPU qui figurent dans une autre partie du présent numéro du *Bulletin* ainsi qu'un important exposé de principes, accompagnés de documents de la Fédération canadienne des étudiants et de l'AUCS. Ce geste a provoqué une manœuvre de dernière minute du secrétariat qui avait déjà refusé de remettre à l'ACPU la liste des délégués par hôtel. Il se fait que les membres du secrétariat et l'ACPU avaient chacun pris des dispositions avec les hôtels de Saskatoon pour que leurs tables d'information soient installées dans les halls, et qu'on y affecte des étudiants de l'Université de la Saskatchewan. Mais les étudiants se connaissant tous, ils ont réuni leurs tables et se sont assis ensemble. Pour manifester leur désaccord, l'ACPU a essayé de s'assurer que la ligne de partage entre le service d'information du gouvernement et celui du milieu universitaire soit clairement tracée, le secrétariat a solennellement

dépeché quelqu'un sur les lieux pour voir à ce que les étudiants soient séparés d'au moins deux pieds et occupent des tables distinctes.

Après la tenue du Colloque, le président s'emploie à transmettre ses remerciements par écrit à tous les délégués pour leur engagement à l'égard de l'enseignement supérieur et leur envoie un exemplaire du présent numéro du *Bulletin*.

Plusieurs provinces ont tenu des réunions avant la tenue du Colloque, la plus vaste ayant été organisée par les professeurs et administrateurs de l'Université Simon Fraser. Le président de l'ACPU y était. Plusieurs provinces, notamment le Manitoba, ont tenu des réunions avec leurs ministres respectifs. Le Manitoba a produit un document d'information en prévision du Colloque. D'autres documents étaient manifestement de dernière minute. Le gouvernement de Terre-Neuve a réussi à produire un document sur l'enseignement supérieur sur son territoire dans lequel il n'est pas fait une seule fois allusion à l'Université Memorial.

Le secrétariat du Colloque s'occupera de rédiger le compte rendu du Colloque et de préparer une présentation audio-visuelle. L'ACPU s'est dit d'accord avec cette initiative. Toutefois, l'Association a été consternée par des propositions selon lesquelles le secrétariat devrait être maintenu afin d'aider à l'organisation de réunions postérieures au Colloque, à l'échelle provinciale ou régionale. Les provinces ou leurs établissements d'enseignement supérieur peuvent certainement en charger eux-mêmes. Le président de la McGill Association of University Teachers avait peut-être raison de prétendre que de telles réunions devaient être organisées par les éléments participants et non par les politiciens et les bureaucrates qui ont leur propre programme.

COLLOQUE...5

universités alors que le sous-financement exercé par les gouvernements est le cœur du problème. M. Evans a souligné aux médias les recommandations que l'ACPU a formulées aux gouvernements fédéral et provinciaux sur l'avenir de nos universités. (Voir en page 2 du *Bulletin*.) Ironiquement, dans certains des documents distribués on se demandait si l'enseignement postsecondaire pouvait ou non espérer des crédits accrus juste au moment où le vérificateur général, M. Kenneth Dye, rendait public son rapport sur les dépenses du gouvernement. Dans ce rapport, M. Dye critique le gouvernement fédéral qui a déjoué ses hauts fonc-

tionnaires et le gouvernement de l'Alberta en octroyant 5 millions de dollars aux frères Hermizians, propriétaires du West Edmonton Mall, pour la construction d'un parc d'amusement dans le complexe qui, aux dires des hauts fonctionnaires, était viable sans l'octroi de deniers publics. Cet exemple ne pouvait mieux illustrer l'un des thèmes de la délégation de l'ACPU, à savoir le financement par le gouvernement est une question de choix et non un manque total de fonds. En effet, depuis dix ans environ, les gouvernements ont choisi de négliger l'enseignement postsecondaire.

Paul Gallagher, directeur du Vancouver City Council et secrétaire thématique, a

demandé au début du colloque des éclaircissements sur l'enseignement général versus l'enseignement technique. Mme Lise Bissonnette, ancienne rédactrice en chef du *Devoir* a répondu à sa question le lendemain. En effet, lorsqu'elle a brossé un tableau de la première journée, Mme Bissonnette a fait remarquer l'engagement extraordinaire de toutes les délégations envers l'enseignement postsecondaire. Elle a en outre constaté un consensus sur le besoin d'un programme d'études de base pour les arts libéraux et les sciences. Un programme d'études qui traiterait des préoccupations traditionnelles comme l'histoire, la philosophie et la culture, et d'autres plus modernes, com-

me les études féminines et l'environnement. Son analyse élégante et lourde de sens a changé le ton du colloque et a encouragé les délégués à présenter leur opinion de façon plus directe.

Le dernier jour, en matinée, les secrétaires thématiques ont résumé les différents points de vue émis. Mme Michèle Fortin, responsable du thème de l'accessibilité, a fait remarquer que d'aucun considérait cette question comme un acquis fondamental. D'après les participants, a-t-elle déclaré, elle devait faire partie intégrante d'une politique sur l'enseignement postsecondaire et qu'il était nécessaire d'en avoir une définition élargie tant pour les différentes délégations que pour des modes précis d'aide.

Elle a déclaré que les délégués ne croyaient pas qu'il faille sacrifier la qualité pour répondre au besoin d'accessibilité, les non-traditionnels veulent leur part d'excellence, a-t-elle noté d'un séminaire.

Mme Fortin a également soutenu qu'un point de vue commun prévalait au sein des participants, soit que les universités et les collèges ne devaient pas faire face passivement à ces demandes mais devaient plutôt chercher activement des solutions. Elle a averti les délégués que seuls les systèmes d'enseignement pouvaient réagir à ces pressions car les universités ne pouvaient pas toutes jouer tous les rôles. Elle a ajouté que la question des étudiants étrangers au Canada suscitait des inquié-

tudes et que celle des frais de scolarité n'obtenait aucun consensus.

Ronald Watts, ancien recteur de l'Université Queen's et secrétaire thématique responsable du financement de l'enseignement postsecondaire, a constaté un consensus étonnant sur le besoin d'une politique nationale pour l'enseignement postsecondaire. Il a également observé un sentiment de frustration à l'égard des batailles de juridiction et un désir de faire passer l'intérêt national avant les structures et les arguments constitutionnels. D'après M. Watts, on s'inquiète que les ressources disponibles pour l'enseignement postsecondaire

Voire COLLOQUE/12

Cutbacks top talks at western regional meeting

by Donald C. Savage
CAUT Executive
Secretary

Talk of government cutback policies in three of the western provinces dominated this year's western regional meeting of faculty associations. The meeting was held in Edmonton and hosted by the Athabasca University Faculty Association.

Alberta Minister of Advanced Education, Peter Russell, a key speaker at the gathering, stressed that the agenda of the government was to eliminate the Alberta deficit and that this consideration governed all its policies. That was why, he said, the government had cut all programs and departments in the last year, although he indicated that the cuts of 3% in education and health were less than in other sectors.

Mr. Russell said the government had decided to rescind its second year of planned cutbacks in education in general and post-secondary education in particular, and that instead there would be a freeze. That, of course, results in a hidden cutback at the rate of inflation or more since the costs of universities tend to rise faster than the cost of living.

He also suggested that the government might be willing to consider funding specific program suggestions and strongly signalled that one of the preferred areas would be Pacific Rim studies. Why, he questioned, do we waste money on teaching French when it would be much more practical to teach Japanese. That remark received widespread coverage in the media.

The Minister also stressed the importance of private funding. He noted that the matching grant endowment fund started in 1980 had been oversubscribed by 1985, instead of 1990 as predicted, and that the government had launched another such plan to cover the balance of the decade. He noted the importance of the universities in terms of the diversification of the Alberta economy and the role of the province in the situation of freer trade.

Responding to a question, Mr. Russell underlined his position that the federal government had no role in postsecondary education other than to transfer money to the provinces, and he suggested that the National Forum at Saskatoon was probably a waste of time.

The meeting also heard from Terry Morrison, the President of Athabasca University and the former Assistant Deputy Minister of Education in Manitoba. Dr. Morrison spoke about the role of lobbying and of university-government relations. He suggested that the universities had to stake out a position somewhere between the

Les discussions sur les compressions budgétaires des gouvernements dans trois provinces de l'Ouest ont dominé la réunion régionale des associations de professeurs d'université de l'Ouest tenue à Edmonton. Conférencier invité à la réunion, le ministre de l'enseignement supérieur de l'Alberta, M. Peter Russell, a signalé que le gouvernement de l'Alberta avait comme objectif d'éponger le déficit de la province, ce qui gouvernait, par conséquent, toutes ses politiques. Le ministre a également insisté sur l'importance du financement des universités par le secteur privé. Il a ajouté que le rôle du gouvernement fédéral dans le secteur de l'enseignement postsecondaire ne consistait qu'à transférer des crédits aux provinces. D'après lui, le Colloque national sur l'enseignement postsecondaire était une perte de temps. M. Terry Morrison, le recteur de l'Université d'Athabasca et ancien sous-ministre adjoint de l'Éducation du Manitoba était d'avis contraire. Il a déclaré que les universités devaient défendre la rôle du fédéral dans le secteur de l'enseignement postsecondaire et tenter d'obtenir un conseil consultatif fédéral-provincial.

Les dirigeants des associations des quatre provinces ont partagé des renseignements et des points de vue sur des questions de négociation et sur l'effet des politiques gouvernementales dans leur province respective à l'occasion de plusieurs séances. Il est ressorti des discussions que les gouvernements et les administrateurs de la Colombie-Britannique commencent à se rendre compte des torts que leurs politiques causaient aux universités et tentaient de les modifier en conséquence. Cela ne semble toutefois pas être le cas en Saskatchewan. Les délégués ont manifesté leur optimisme à la suite de la nomination d'un ancien président de l'ACPU, M. Roland Penner, au titre de ministre de l'Éducation.

assumption that public reasoning would prevail in dealing with governments and the notion that only cynicism works. He said that governments were basically occupied with the allocation of funds between competing groups and that they were starved for new ideas in relation to the universities. Most of the problems, he insisted, arose from the various creative developments of the sixties and that we needed to have some new ideas which would be useful for the eighties and nineties.

Dr. Morrison suggested that the universities try a co-operative approach with other players in the area of social spending, such as health and social services. The universities, he said, should defend the federal role in postsecondary education and should try to secure a federal/provincial advisory structure. He also recommended that the university community not hesitate to extol its own virtues, particularly the fact that it is one of the most adaptive and creative organizations in Canadian society.

Several sessions were held in which faculty association leaders from the four provinces exchanged information and views on bargaining issues and on the impact of governmental policies in their provinces. One of the more striking case studies was provided by Joost Bloom of the University of British Columbia. Dr. Bloom explained the very considerable wrath among the faculty at that university when the administration used the provincial wage control mechanism

to nullify an arbitration award. He felt that the organized expression of that anger had persuaded the administration both to make a more reasonable offer this year and to put the restoration of UBC salaries at the top of their announced political agenda.

It appeared from the discussion that both governments and administrators in British Columbia and Alberta have begun to realize that damage is being done to the competitive nature of the universities in their provinces and have been easing off somewhat, although this does not seem to be the case in Saskatchewan. Delegates from Manitoba hoped that the appointment of Roland Penner, a former President of CAUT, as Minister of Education indicated

A former president of CAUT, Roland Penner, has been appointed Chair of the Council of Ministers of Education (CMEC).

Mr. Penner, who is now Minister of Education in the Manitoba government, served the CAUT for a number of years. Prior to assuming the office of CAUT President which he held in 1980-81, he served as a member and then chairperson of the CAUT's Collective Bargaining Committee.

The CMEC, which comprises the ten provincial ministers of education, has as its mandate to consult on matters of common interest in education and to promote the development of education in Canada. Traditionally the CMEC has been more interested in primary and



L-R: CAUT President John Evans; CAUT Executive Secretary Donald Savage; Marilyn Nefsky, Secretary, University of Lethbridge Faculty Association (ULFA); Michael Kubara, President, ULFA; Brenda Rennie, Administrative Assistant, ULFA.

that the ministry would no longer be almost exclusively fixed on the problems of primary and secondary schools.

The President of the Calgary Faculty Association, George Fritz, gave a spirited defence of the importance of basic research. He stressed the need to ensure that the current enthusiasms for applied research did not push out or curtail basic research. The Confederation of Alberta Faculty Associations presented the Minister with a brief urging that the Heritage Fund, which currently funds medical research, should be expanded so that it could fund basic research in other disciplines.

Michael Martin of Employment and Immigration Canada discussed the program by which the federal government insists that those who wish to contract with it for sums over \$200,000 must have in place or adopt policies to eliminate systemic discrimination against women, native peoples, visible minorities and

the handicapped. He noted that this legislation applied to universities as well as to private companies, that 19 universities had indicated a willingness to abide by the guidelines, and that contracts had been signed with eight (Dalhousie, York, Toronto, McMaster, Ottawa, Queen's and Manitoba). He said that four universities in the West had indicated a willingness to abide by the legislation (Manitoba, Alberta, Calgary and Simon Fraser).

Sylvia Johansson from the University of Manitoba Faculty Association reviewed the pay equity legislation in Manitoba and concluded that it would have no beneficial effect for women faculty members, although it might for other groups in the university.

The President of the Confederation of University Faculty Associations of British Columbia, Bill Pfaffenberger, discussed possible strategies in relation to faculty

renewal and early retirement. The President of the CAUT, John Evans, reported on CAUT's preparations for the National Forum at Saskatoon, and the Executive Secretary of CAUT, discussed the current enthusiasm of the OECD for productivity measures in universities.

Wayne Allison of Athabasca University chaired the meeting, and the President of the University hosted a dinner for the delegates. Athabasca professor Rebecca Coulter gave the meeting a description of the functioning of Athabasca, noting that it had been founded in 1970, reorganized in 1978 as an open university, and that it had moved its central core to the town of Athabasca. The student body is 62% female. It has special programs in women's studies, native and labour studies. It operates a distance education program in all provinces and in the territories, although the majority of its students are from Alberta and British Columbia.

Roland Penner new head of CMEC

secondary education than in the universities although this focus has begun to change in recent years. One recent sign of this was the decision of the CMEC to co-sponsor with the Secretary of State the National Forum on Postsecondary Education.

Mr. Penner comes to his new role as head of the CMEC with a solid background in university and faculty association affairs, labour relations, and provincial politics.

Prior to entering politics, Mr. Penner was a professor of Law at the University of Manitoba and a Winnipeg lawyer whose practice involved extensive work in the field of criminal justice and labour arbitration.

Mr. Penner's contributions to the University of Manitoba included membership of the

Senate Planning and Priorities Committee from 1969 to 1972. Subsequently he served with the University of Manitoba Faculty Association (UMFA) where during 1973-74 he participated in the successful drive to certify the faculty association as a collective bargaining entity under the Labour Relations Act. In 1975 he assisted negotiating the first collective agreement between UMFA and the University, serving for most of the bargaining period as the principal negotiator for the association.

Mr. Penner was first elected to the Manitoba legislature in 1981. Since that time he has been, at various times, Attorney General, Minister of Consumer and Corporate Affairs, Minister Responsible for the Liquor Control Commission, Government House



Roland Penner

Leader, Chairperson of Treasury Board and Minister responsible for Constitutional Matters.

Mr. Penner was appointed Minister of Education in September, 1987 and continues as the Minister responsible for Constitutional Matters. H.B.

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Francophonie et syndicalisme militant au sommet de Québec: l'ACPU en territoire peu familier

par Marie-Andrée Bertrand
Vice-présidente de l'ACPU

C'est une ville de Québec toute pavée et belle à souhait comme elle sait l'être aux jours de fête et de "grande visite" qui attendait les délégués à la Rencontre internationale des syndicats d'enseignants des pays ayant en commun l'usage du français, les 30 et 31 août derniers et le 2 septembre. La "grande visite", les délégués au Sommet de la francophonie allaient arriver dans quelques jours ou quelques heures ou même débarquaient déjà à l'aéroport d'Ancienne Lorette dans un climat d'excitation et de complexité francophone.

La Rencontre internationale des syndicats d'enseignants oeuvrant en pays francophones se vivait comme un prélude au Sommet des chefs d'État des pays francophones.

Elle se vivait aussi sur le modèle diplomatique du Sommet, co-gérée par le Québec et le Canada et faisant, bien sûr, une place majeure à la France.

La CEQ et son président, Yvon Charbonneau, avaient eu le tact de créer un espace tout à fait approprié à l'importante Fédération canadienne des enseignants et des enseignantes (FCEE) et à ses composantes "francophones" et offrait une tribune enviable à la FEN, l'importante Fédération de l'Enseignement national de France.

Tout cela dans un climat d'harmonie et de concertation.

Il faut bien avouer que l'ACPU et ses deux représentants, Peter King et moi, étions légèrement en porte-à-faux dans cet ensemble, ne pouvant jouer clairement ni sur la carte militante syndicale (l'ACPU ne représente pas que des syndicats et ceux-ci ne sont pas militants, règle générale) ni, encore moins, sur une politique affirmée de l'Association en vue de promouvoir la francophonie dans le monde universitaire... Il faudrait sans doute commencer ce travail à la maison, à l'ACPU même.

Pour ce qui était du Québec, la présence de la FAPUQ, de la FPCCU (Fédération de quelques syndicats affiliés à la CEQ et regroupant un petit nombre de professeurs d'universités et de chargés de cours) et du SPUL (comme observateur) constituait un pendant universitaire francophone, syndical, tout à fait opportun à la forte représentation des syndicats d'enseignants québécois des autres niveaux, d'ailleurs tous affiliés à la CEQ. On regrettrait, par ailleurs, l'absence de délégations de l'autre centrale syndicale québécoise regroupant une bonne proportion d'enseignants aux niveaux collégial et universitaire, la CSN.

Pour le Canada, aux niveaux autres qu'universitaires, la Fédération canadienne des enseignants et des enseignantes

CAUT Vice-President Marie-Andrée Bertrand examines the proceedings of the international meeting of teachers unions from countries having the use of the French language in common. The meeting, which was co-hosted by Canada and Quebec, was held starting in late August in Quebec City just prior to the Francophone Summit. Along with Vice-President Peter King, Prof. Bertrand represented the CAUT at the four-day gathering.

Prof. Bertrand reports that the CAUT found itself in an awkward position at the meeting, representing as it does groups other than unions and lacking a firm policy on the promotion of francophony in universities. She expresses strong concern that, as a national organization, the CAUT does little to promote francophone co-operation at the international level. She cites the Canadian Federation of Teachers as a good example from which the CAUT could draw lessons in this regard.

Nonetheless, Prof. Bertrand reports, the CAUT joined with FAPUQ, la Fédération des professeurs et des chargés de cours (FPCCU), and Le Syndicat national de l'enseignement supérieur (France) to produce a number of recommendations, or goals, for higher education. They included: (1) the "democratization" of higher education — increased accessibility to post-secondary education and more student aid; (2) the promotion of exchanges between organizations representing teachers and researchers; (3) the organization of an international meeting of teachers unions at the postsecondary level from countries having the use of French language in common, to take place in about two years; (4) the support of the struggle for basic — primarily union — rights; (5) the improvement of access on the part of the francophone scientific community to existing routes for publishing and other forms of communication and the development of new possibilities for communication in the French language.

Prof. Bertrand says that several lessons for the CAUT emerged from this meeting: an awareness of the potential and the reality of a Canadian presence in international francophone co-operation in the field of education; on appreciation of the importance and usefulness of the CAUT's links with FAPUQ in this regard; and examples from the strong showings of La Centrale des enseignants du Québec, and of FAPUQ, in the area of international francophone co-operation. Prof. Bertrand poses a final question for the CAUT: is the Association content to leave FAPUQ alone to act in this area or does it intend to increase its role in future meetings in the pursuit of international co-operation?

affichait une présence francophone tout à fait convenable et, surtout, une activité de coopération internationale dans les pays francophones, activité que l'ACPU ne peut que lui envier en déplorant de faire si peu en ce domaine comme association nationale.

En effet la Fédération canadienne des enseignants et des enseignantes aurait plus d'un leçon à offrir à l'ACPU par la vue et le nombre de ses activités de coopération en pays francophones, activités qui lui méritaient, de toute évidence, lors de cette Rencontre, la reconnaissance (aux deux sens du mot) et l'admiration des syndicats d'enseignants des pays d'Afrique francophone.

Le concept de francophonie et sa réalité ont fait l'objet de vigoureuses critiques durant cette Rencontre. En effet, plusieurs représentants des "pays ayant en commun l'usage du français" (une appellation qui témoigne déjà de plus de modestie que les expressions "pays francophones" ou surtout "pays de la francophonie"), spécialement les partenaires africains, ont vivement dénoncé au cours de la Rencontre l'usage de la langue française comme un instrument de colonisation prolongée. Ils ont parlé du français comme étant quelques fois et en plusieurs endroits la langue d'une classe minoritaire et des élites dominantes. Ils ont exposé la nécessité d'enseigner les langues nationales et de faire toute la place qui leur revient à la langue et à la culture arabes dans les pays islamiques. Certains — plusieurs — ont exprimé l'opinion que les pays d'Afrique anglophone connaissent une situation économique et cul-

turelle bien plus favorable à leur développement que ce n'était le cas dans les pays d'Afrique francophone.

À ces critiques, à cette volonté de changement, d'autonomisation et d'affirmation des cultures nationales, de coopération économique plus soutenue et plus favorable au développement local, les syndicats de France et leurs représentants répondaient en général avec ouverture, sensibilité aux volontés d'affirmation nationale mais par ailleurs très concis (trop concis?) de la valeur de la cul-

ture qu'ils représentaient.

Bien que confinés à une position relativement précaire sur le plan de l'idéologie syndicale et quant aux politiques de l'Association en matière de support à la francophonie, les représentants de la FAPUQ, celui de la FPCCU et celui du SNESUP-FEN (Syndicat national de l'enseignement supérieur, France), à présenter une série de recommandations au Comité de direction qui assurera le suivi de la Rencontre et la

préparation de la prochaine, recommandations qui ont obtenu l'appui des huit syndicats de professeurs d'université présents à cette rencontre. Voici les termes mêmes de ces recommandations avec les noms des organismes signataires et leur pays d'origine.

Ces recommandations traduisent bien l'objet et les objectifs du Colloque et signifient qu'ils ont été en partie atteints. En effet, la volonté claire des organisateurs, la CEQ et sa contrepartie française la FEN, était de tenir une Rencontre, c'est-à-dire ni un Colloque ni un Congrès, ni une Conférence. Il s'agissait de favoriser les échanges en vue d'une connaissance réciproque des participants, d'une sensibilisation aux besoins, problèmes et ressources de chacun. Tout cela dominait les messages et brèves communications et présentations. Aussi les problèmes, politiques, économiques, éducationnels de certaines délégations sont-ils apparus rapidement comme le point d'ancrage des actions vers lesquelles nous devions nous orienter.

On constatera donc que les recommandations (qui n'ont pas valeur de propositions au sens strict car le Comité qui prend la suite de la Rencontre et préparera la prochaine n'a pas à proprement parler de pouvoir d'exécution) visent-elles 1) à soulager les problèmes de circulation des étudiants, problèmes qui affectent certains pays mal nantis et par ailleurs assez fermés politiquement; 2) à faciliter aux universitaires qui vivent dans des contextes peu favorables à la liberté d'expression les séjours dans des milieux universitaires plus ouverts et la présence dans leur pays d'universitaires venant de milieux plus libres; 3) à assurer aux collègues privés du droit à la liberté universitaire et à l'organisation syndicale l'appui des universitaires vivant dans des régimes démocratiques; et enfin 4) à susciter chez ces derniers et chez leurs gouvernements un programme d'aide concrète et le support logistique à la production scientifique.

Au delà des comparaisons nord-sud, des rappels quant au sens que doit prendre la coopération internationale si elle veut éviter les pièges de la domination par l'une des parties, la Rencontre a atteint son but: créer des liens réels entre les syndicats d'enseignants des pays ayant en commun l'usage du français.

Pour les représentants de l'ACPU, quelques leçons découlent de cette Rencontre et de leur présence à cet événement:

1. Une prise de conscience de la possibilité et de la réalité d'une présence canadienne à la coopération en matière d'éducation dans les pays de la francophonie. La FCEE, la



Marie-Andrée Bertrand

Fédération canadienne des enseignants et des enseignantes, incarne cette possibilité et peut faire état de nombreuses réalisations. Ce n'est pas le cas de l'ACPU. Notre Association ne s'est donnée ni les politiques ni les moyens d'être présente à la réalité francophone universitaire mondiale.

2. L'importance et l'utilité des liens avec la FAPUQ dans ce contexte. Dans ce milieu, le président Fournier, à cause de son poste et de sa compétence particulière, a une audience, des contacts et une influence réels. Il s'est employé à les partager avec l'ACPU lorsque c'était utile. La légitimité de l'ACPU dans cette Rencontre lui est venue en partie de ses liens avec la FAPUQ.

3. La CEQ, déjà connue comme une Centrale syndicale disciplinée et dont les dirigeants démontrent une grande compétence dans plusieurs dossiers, apparaît lors de ce Colloque avec une nouvelle fleur à son chapeau: une connaissance réelle du dossier de la coopération avec les pays ayant en commun l'usage du français; les interventions de ses membres et de ses cadres étaient, souvent, remarquables quant au fond. Les collègues français n'ont pas pu ne pas le remarquer. Le Québec, pays riche et développé, échappe par la force des circonstances historiques et de son destin à la tentation de la domination culturelle. La CEQ l'a bien senti. Son organe universitaire, la Fédération des professeurs et des chargés de cours (FPCCU) de quelques universités québécoises, est malheureusement trop peu représentatif de l'ensemble des professeurs d'université francophones pour prendre une place importante dans la coopération internationale avec les pays ayant en commun l'usage du français. La FAPUQ, déjà, occupe et occupait lors de cette Rencontre une place enviable. Notre Association veut-elle laisser tout l'espace à la Fédération Québécoise et en payer le prix ou accroître sa présence aux rencontres et surtout sa participation à la coopération universitaire en pays francophones?

* du Nouveau-Brunswick, Manitoba, Alberta, Canada

Recommandations relatives au secteur de l'enseignement supérieur

1. Démocratiser l'enseignement supérieur, c'est-à-dire le rendre accessible au plus grand nombre et faciliter aux étudiants, par des bourses notamment, la fréquentation des institutions de leur choix, dans leur pays ou dans un autre, et dans ce dernier cas, aux conditions qui s'appliquent aux étudiants nationaux.
2. Faciliter les échanges entre les organisations des enseignants-chercheurs et des autres personnels de l'enseignement supérieur et de leurs représentants.
3. Organiser une première rencontre des organisations syndicales des enseignants-chercheurs et des autres personnels de l'enseignement supérieur ayant en commun l'usage du français dans un délai raisonnable, par exemple d'ici deux ans.
4. Appuyer la lutte pour les droits fondamentaux, notamment syndicaux, que mènent nos collègues dans divers pays de la francophonie et ailleurs.
5. Faciliter à la communauté scientifique francophone l'accès aux moyens de publication et de communication existants; dans le même temps, promouvoir et développer de nouveaux moyens, spécialement en français.

SNESUP:	Maroc
SNESUP/FEN:	France
SNESR:	Tunisie
FPCCU:	CEQ—Québec
SPUL:	Québec
FAPUQ:	Québec
ACPU:	Canada
SUDE:	Sénégal

Tax reform cuts exemption for students as dependents

by Richard Bellaire
CAUT staff

The White Paper on Tax Reform released in June has proposed the elimination of the exemption to a taxpayer supporting a dependent over the age of 17 who is attending a postsecondary institution and earning below a certain level of income. In the last issue of the CAUT Bulletin,

there were outlined some possible impacts of this proposed change. This story is a short follow-up on this issue.

For most combinations of students and their parents (or the people supporting the students such as grandparents), the total tax will be lower under the new system because of the lower tax rates for people earning minimal incomes such as students and because of the new transferability of tuition tax credits to supporters of the student.

However, in a situation where the student earns no income and is supported by a parent, the total tax paid can be greater under the reforms

if the parent is in a high tax bracket and was claiming the student as a full dependent pre-reform.

The accompanying table shows some examples.

This situation could arise in areas where it is difficult for students to get a part time or summer job such as the Maritimes or the student is a member of a group which has a traditionally high unemployment rate.

CAUT was made aware of the possible adverse effects of the proposed changes and we will be communicating our concern to the government before the proposed reforms become legislation.

La réforme fiscale élimine l'exemption étudiante

par Richard Bellaire
ACPU

Le livre blanc sur la réforme fiscale publié en juin propose l'élimination de l'exemption à un contribuable ayant à sa charge un dépendant de plus de 17 ans qui fréquente un établissement postsecondaire et qui gagne moins d'un certain niveau de revenu. Dans le dernier numéro du *Bulletin de l'ACPU*, on décrivait quelques répercussions possibles au sujet du changement proposé. Le court article suivant y fait suite.

Pour la plupart des combinaisons que forment étudiants et parents (ou les personnes qui ont les étudiants

à charge comme les grands-parents par exemple), l'imposition d'ensemble est inférieure, dans ce nouveau système, à cause du taux inférieur dont bénéficient les personnes qui gagnent un revenu minime comme les étudiants, et également à cause de la possibilité de transférer les crédits d'impôts de scolarité aux personnes qui soutiennent l'étudiant.

Cependant, dans une situation où l'étudiant n'a pas de revenu et est soutenu par un parent, l'impôt global est susceptible de se traduire par un montant plus élevé selon cette réforme si ce parent est assujéti à un taux imposable élevé et s'il déclarait l'étudiant

à sa charge complète avant la réforme.

Le tableau suivant en donne quelques exemples.

Cette situation peut arriver dans les endroits où les étudiants ont de la difficulté à trouver un travail à temps partiel ou un travail d'été et dans les cas où les étudiants sont membres d'un groupe qui a habituellement un taux de chômage élevé.

L'ACPU a été mise au courant des effets adverses que pourraient créer les changements proposés et communiquera ses préoccupations au gouvernement avant que ces changements proposés ne deviennent législation.

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IMPACT OF TAX REFORM ON POSTSECONDARY STUDENTS/CONSÉQUENCE DE LA RÉFORME FISCALE SUR LES ÉTUDIANTS DU POSTSECONDAIRE

STUDENT (OVER 17)/ÉTUDIANT (PLUS DE 17 ANS)	Pre-reform Avant la réforme	Post-reform Après la réforme	Pre-reform Avant la réforme	Post-reform Après la réforme	Pre-reform Avant la réforme	Post-reform Après la réforme	Pre-reform Avant la réforme	Post-reform Après la réforme
	Avant la réforme	Après la réforme	Avant la réforme	Après la réforme	Avant la réforme	Après la réforme	Avant la réforme	Après la réforme
NET INCOME BEFORE TUITION FEES/ REVENU NET AVANT LES FRAIS DE SCOLARITÉ	\$0	\$0	\$0	\$0	\$0	\$0	\$7,000	\$7,000
TUITION FEES/FRAIS DE SCOLARITÉ	\$1,000		\$2,000		\$3,000		\$1,500	
NET INCOME/REVENU NET	\$0	\$0	\$0	\$0	\$0	\$0	\$5,500	\$7,000
PERSONAL EXEMPTION/EXEMPTIONS PERSONNELLES	\$4,270		\$4,270		\$4,270		\$4,270	
EDUCATION OEDUCTION*/OEDUCTION POUR ÉTUEES	\$400		\$400		\$400		\$400	
TAXABLE INCOME/REVENU IMPOSABLE	\$0	\$0	\$0	\$0	\$0	\$0	\$830	\$7,000
FEDERAL TAX/IMPÔT FÉDÉRAL	\$0	\$0	\$0	\$0	\$0	\$0	\$50	\$1,190
BASIC TAX CREDIT/CRÉDIT D'IMPÔT DE BASE		\$1,020		\$1,020		\$1,020		\$1,020
TUITION TAX CREDIT/CRÉDITS POUR FRAIS DE SCOLARITÉ		\$170		\$340		\$510		\$255
EDUCATION TAX CREDIT/CRÉDITS POUR ÉTUEES		\$80		\$80		\$80		\$80
BASIC FEDERAL TAX PAYABLE/ IMPÔT FÉDÉRAL DE BASE RÉCLAMÉ	\$0	\$0	\$0	\$0	\$0	\$0	\$50	\$0
PARENT: CHILD OEDUCTION/ DÉDUCTION POUR ENFANTS (MAX. 1 000)	\$1,000	NIL	\$1,000	NIL	\$1,000	NIL	\$0	NIL
EDUCATION OEDUCTION/OEDUCTION POUR ÉTUEES**	\$400		\$400		\$400		\$0	
TAX CREDIT TRANSFERABLE/ CRÉDIT D'IMPÔT TRANSFÉRABLE***		\$250		\$420		\$590		\$165
MAX. FEDERAL TAX SAVINGS AT 34 %/ IMPÔT MAX. ÉPARGNÉ À 34 %	\$476	\$250	\$476	\$420	\$476	\$590	\$0	\$165

* — \$50 per month/par mois

** — used part of deduction can be transferred/partie utilisée de la déduction peut être transférée

*** — unused tuition credits and educational deduction can be transferred/crédits pour frais de scolarité et déduction pour études inutilisés peuvent être transférés.

IN/PRINTS

Books received by The Bulletin. Unless otherwise noted, information was supplied by the publisher. Some books may be reviewed later.

WOMEN'S PAID AND UNPAID WORK: HISTORICAL AND CONTEMPORARY PERSPECTIVES, 1985. CWSE and New Hogtown Press, \$6.00. Contributors: Gail Brandt and Margrit Eichler, Ruth Pierson, Alison Prentice and Veronica Stong-Boag. CWSE, Room 8-105, 252 Bloor Street W., Toronto, Ontario, M5S 1V6.

THE DECADE FOR WOMEN: SPECIAL REPORT, the Canadian Congress for Learning Opportunities for Women (CCLOW), edited by Aida Thomas, 1986. This is a collection of twenty-two articles examining the

themes of the Decade — Equality, Development, Peace — from the perspective of how they influenced women's education, training and employment issues in Canada and Third World nations. Articles focus on a variety of topics ranging from the reflections of some of the delegates to Forum '85, to stories and analysis of women-centred projects in developing countries, to assessments of the impact of the Decade on women of the world. CCLOW, 47 Main Street, Toronto, Ontario, M4E 2V6; (416) 699-1909.

WOMEN IN SCIENCE ANTIQUITY THROUGH THE NINETEENTH CENTURY: A BIOGRAPHICAL DICTIONARY WITH ANNOTATED BIBLIOGRAPHY, by Marilyn Bailey Ogilvie; The MIT Press, Cambridge, Mass.; 1986. "Was Marie Curie the only woman in science?" This question, asked by a college student trying to write an essay on women in science,

planted a seed that grew over a decade of research into this informative and accessible biographical dictionary and bibliography. At the heart of this biographical dictionary are profiles of 186 women whose work is representative of the participation of women in the science of their time and culture. Despite the increasing attention devoted to women's history in recent years, our knowledge of many of these women is still meager, and the book will serve as much as a guide to future research as a resource for historians, librarians, students, and the general public. Marilyn Bailey Ogilvie is a historian of science who teaches at Oklahoma Baptist University.

DEATH OF THE SOUL: FROM DESCARTES TO THE COMPUTER, by William Barrett; Doubleday Canada; 1987. William Barrett, America's preeminent philosopher, explores our most fundamental question, the ques-

tion that strikes at the very foundation of our being: *Does the human soul exist?* Tracing the dramatic course of modern philosophy, he reveals the startling contrast between the seventeenth-century giants of modern science, whose minds reposed within both the scientific and spiritual worlds, and our contemporary thinkers who, preoccupied with technology, have taken flight from the world of the spirit. In an interplay between ideas and personalities, Barrett vividly brings to light this ever-widening and ominous gap between theory and life. And in an extraordinary, seamless narrative in which the entire march of modern philosophy has been distilled, *Death of the Soul* enables all of us to see how philosophical thought has taken us to where we now stand, and why questions of the soul figure so faintly in the minds of today's technocratic intellectuals. William Barrett is a former chairman of the Department of Philosophy at New York University.



FRENCH
BRANDON UNIVERSITY
Département des Langues Classiques et Modernes

Le département des langues classiques et modernes de l'Université de Brandon sollicite des candidatures au poste de professeur adjoint pouvant mener à la permanence. La date d'entrée en fonction est le 15 août 1988. Les candidats devront détenir un doctorat en lettres françaises en plus d'avoir des aptitudes à la recherche et à l'enseignement. Les candidats enverront un curriculum vitae et feront le nécessaire pour faire parvenir directement trois lettres de référence au Dr. P.J. Horden, Dean, Faculty of Arts, Brandon University, Brandon, Manitoba, R7A 6A9 avant le 22 janvier 1988. Conformément aux exigences prescrites en matière d'immigration au Canada, la priorité sera accordée aux citoyens canadiens et aux résidents permanents.

Status of Women

Jane Gordon
SWC chair



CUEW conference on part-time teaching: a personal account

Last May, the Canadian Union of Educational Workers sponsored the first Canadian conference on Part-Time Teaching in the University. This account of the conference will reflect a personal point of view, very much influenced by the fact that I am a full-time faculty member, a woman and from a small university. In this column next month you will have the point of view of another woman, a part-timer, who also participated in the conference.

The topic of the conference seemed like an important one for CAUT and the Status of Women Committee, particularly in light of the widely held assumption that women, who are the most marginal group in the university, are disproportionately represented among part-time faculty. Determined to be there, I used every means I knew to assure funding - proposing a paper examining the experiences of my own faculty association in trying to deal with the issue of part-timers, when nothing else seemed initially promising. I was glad I had gone, though I found the experience a depressing and stressful one.

Full-time faculty were in relatively short supply at the conference. Surrounded by a majority of part-time faculty, many of whom had horror stories to tell of their employment experiences, I felt as if the people who needed to hear what was being said were not present. More full-time faculty, including those in leadership positions at the local, provincial and national level, needed to be there to hear the depth of anger and frustration expressed by our colleagues.

Meal-time exchanges of biographical information made it evident that chance - that under-estimated sociological variable - was a major factor in explaining different career experiences; when our parents chose to have their children, whether or not we interrupted our education and/or careers for marriage, childbearing, employment, overseas experience all seemed to have determined whether we were "legitimate" academics or just hanger-ons. Our location in geographic space (where we live) also appears to be important. If the experience of my province of Nova Scotia is typical, universities located in urban areas, with a larger supply of qualified people to draw on, seem to rely more heavily on part-timers than do those in smaller communities.

I was not the only one who saw the issue as one in which gender plays a significant role. The OCUFA Status of Women Committee also recognized the importance of the issue to women by attending en masse and organizing a

session looking at cooperative strategies for positive action. Gender, however, was not an exclusive theme in the discussion, although it was a factor in the analysis introduced by several of those who talked about the part-time experience. In the keynote sessions, gender was largely ignored.

Perhaps because we have not been a part of the "traditional" establishment, women recognize more easily that "success" (like "excellence") is not a neutral and objective term, but represents a cultural evaluation, based on cultural values, making particular assumptions about social roles. That subjectivity makes it easier for me to understand that my achievements depend not just on my ability, but on external factors over which I often have no control. For me, part-timers are colleagues with different, but no less worthy, work experiences. There, but for the grace of fortune, go I. And vice versa. As women, we know that what we do is under-valued and are not surprised that our credentials and previous experience may not count for much either. And so the problem facing our part-time colleagues, whether male or female, is not unlike our own experiences.

The Canadian Union of Educational Workers deserves credit for having organized the conference and having made an effort to deal with the issues they saw as significant. The conference included both analytic and specific sessions. The keynote sessions attempted to provide some broad perspective with which to examine the phenomenon of part-time teaching and fit it into a larger framework. I found the analysis divided among those who see the issue primarily as one of "human resource management" (give your part-timers a guide to university rules and procedures and they will be happy) and those who addressed the more general issue of the transformation of the university from the classic academy to one resembling any other fragmented work environment in a contemporary capitalist economy.

In addition to hearing the passion and anger, I also learned a great deal. I came away from the conference feeling convinced that, as full-time faculty, we need to become a part of the discussion about this issue. Part-timers probably represent the major explanation for the expansion of university faculty in the last decade. We know this phenomenon results from the shortage of funding available for post-secondary education. CAUT has been lobbying in the area of funding. We haven't, however, thought through the implications for both the university, ourselves and those principles for which CAUT has struggled at Canadian institutions.

However, our disregard for the issue is also sending signals to part-timers that we are not interested in the profession as a whole, that we are protecting "our" interests and sacrificing theirs. Through our lack of attention, we have contributed to the creation of a stratified professoriat which may come back to haunt us.

Whether we like it or not, we need to grapple with the issue more forcefully. We need to be thinking about those issues which we care about - pay equity, fair procedures, academic freedom, for a start - and applying them to all our colleagues. As has been said about many issues, if we're not part of the search for a solution, then we are part of the problem.

The CAUT Executive and the Status of Women Committee have been responsive to these concerns. A sub-committee of the Executive will be examining our positions on the issue. We will also be covering relevant issues in future *Bulletin* articles.

Status of women workshop focuses on academic freedom

by Lorelei Cederstrom
SWC member

The CAUT Status of Women Committee sponsored another well-attended workshop in Fredericton, New Brunswick from October 16-18. The general topic - women and academic freedom - was examined in terms of each aspect of an academic woman's career: teaching, access to research funding, publishing, community and university service, and the evaluation of excellence.

Keynote speaker Rose Sheinin of the University of Toronto presented an overview of the historical perspective from which our definitions of scholarship have evolved. She looked at the presuppositions of the founders of the universities which led to the general exclusion of women from the academy, and, when women were admitted, led to their exclusion from promotion and awards of excellence. She noted that as women entered the universities in greater numbers two distinct streams for men and women began to evolve with the uneven or unequal application of standards of excellence. The difficulty,

still felt today, lies in finding accurate criteria for evaluation which ensures that subjective gender biases do not interfere with the objective evaluation of excellence.

Joan Geramita of Queen's University, the next speaker to address the conference as a whole, spoke generally on the topic of women's rights and academic freedom based on her experiences with the CAUT Academic Freedom and Tenure Committee. Following her general comments, Joan McFarland (St. Thomas) and Jeanne d'Arc Gaudet (Shippagan) discussed academic freedom and the evaluation of excellence based on their own experiences with discriminatory practices.

The final sessions of the conference consisted of workshops on the main areas of academic life which affect evaluations. These sessions were led by persons with expertise in the areas of the politics of publishing, feminists in the classroom, and making university and community service count.

A more complete review of the workshop will appear in the December issue of the *Bulletin*.

FACULTY POSITIONS Department of Mechanical Engineering

The Department of Mechanical Engineering at the University of Victoria was established on July 1, 1987 to offer an undergraduate program leading to the B.Eng. degree in Mechanical Engineering and graduate programs leading to the M.Eng., M.A.Sc. and Ph.D. degrees. Steady growth to a full complement of approximately 18 teaching staff, about 230 undergraduates and 50 post-graduate students is expected over the next five years. Excellent support facilities and staff are also planned.

It is the intent of the Department to establish strength in the areas of Robotics, Computer Integrated Engineering, Industrial Engineering and some aspects of Ocean Engineering.

For the first phase of this development, the Department invites applications for tenure track positions. Each position will involve undergraduate and graduate teaching as well as the development of related laboratories in the fundamental disciplines of Mechanical Engineering, namely: Solid Mechanics, Fluid Mechanics, Thermodynamics, Heat Transfer, Controls and Dynamics. Applicants should hold recognized doctorate degrees, and be able to qualify for professional registration in Engineering in the Province of British Columbia.

Applicants should include in their responses, a detailed curriculum vitae, a statement of their specific teaching and research interests, and the names and addresses of three persons able to provide references in support of their applications. Letters of application should be addressed to: Professor B. Tabarrok, Chairman, Department of Engineering, University of Victoria, P.O. Box 1700, Victoria, B.C., Canada, V8W 2Y2.

Applicants are urged to respond promptly and before December 31, 1987. Women are particularly encouraged to apply.

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

The University of Victoria offers equal employment opportunities to qualified male and female applicants.



School of Nursing FACULTY

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information
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on upcoming

CAUT conferences

CAUT Lobbying Conference
18-20 March 1988
Hôtel Plaza de la Chaudière
Hull, Quebec

CAUT Collective Bargaining Conference
12-17 June 1988
Auberge Far Hills
Val-Morin, Quebec

NATIONAL...6

given some indication of the position of the Quebec government on issues covered at the Forum. In comments to *Le Devoir*, Mr. Ryan rejected AUCC's proposal for a national council on post-secondary education but he did not reject the possibility of a co-operative process of some kind. However, he said he would want to see how such a process would fit with the Council of Ministers of Education.

The aftermath of the Forum brought an unexpected downturn. It was hinted at in the final speech by the Chair of the Forum, Brian Segal. Although he noted that the Forum had raised expectations, Dr. Segal described the supposed failure of the universities to reform themselves and to make their message clear to the public and the politicians.

Immediately after the Forum ended, a series of television interviews were held. In the first, the Secretary of State brushed aside the overwhelming demand of the Forum for new approaches to federal/provincial post-secondary educational arrangements. Mr. Crombie said that the universities should get their own house in order before asking for more money. "The important thing before you get to the money is what you intend to do with it and why it makes sense for you to do it that way". In any event, he said, "if money were the only problem, rich families would be happy". This point of view had been echoed the night before by the Minister from Saskatchewan, Lorne Hepworth, who had praised the University of Saskatchewan for working with the government to make restraint budgeting work.

Prof. Evans replied that the message of the Forum was clear: all constituencies present wanted greater accessibility to quality education, as well as a renewed commitment both to excellence and to breadth in research, and governments had to develop the will to ensure that this agenda was followed.

The critics for the New Democratic and Liberal parties in the House of Commons also refuted Mr. Crombie's assessment of the situation. NDP Howard McCurdy charged the Secretary of State with failing to listen to his own Forum and indeed for flatly contradicting it. He noted that expenditures in this area had dropped as a percentage of the GNP and that Canada would not be able to compete in a free trade world with a severely wounded higher education system.

Liberal Bill Rompkey said that governments had put their money where their mouths were on higher education. He drew attention to his own private member's bill to create a federal/provincial council on post-secondary education, which will be debated sometime in November.

Mr. Crombie responded that the government preferred to concentrate on issues rather than structures. It would be dealing, he said, with the issues of foreign students, student aid, accessibility, research and the creation of a statistical base in due course.

The CAUT Bulletin asked Mr. Crombie how he squared the commitment to accessibility with the decision of the federal government to restrict the funding for qualified native students in universities and colleges. He responded that he would raise the matter with his cabinet colleagues.

The Chair of the Council of Ministers of Education, Roland Penner, was also cautious about new structures and indicated that, as a first step, the Council would reform its own structures so that it could deal with higher education more effectively, with more input from the interested parties. He also indicated that the Council was willing to meet with the Secretary of State on a regular basis.

Both Mr. Crombie and Mr. Penner agreed that the Forum would be the first item of discussion on the agenda of the next meeting of the Council of Ministers of Education which will be held with the Secretary of State in early February.

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soient inadéquates. Ce sentiment général était évident. Il a ajouté, toutefois, que l'on s'entendait moins sur les responsables. En effet, certains reprochent aux universités de ne pas exercer assez de pressions, d'autres leur recommandent simplement de répartir autrement les ressources. Cependant, la majorité estimait que le gouvernement devrait augmenter son aide financière, un sentiment qui faisait écho aux opinions exprimées à la plénière. Quel que soit le débat théorique au sujet du développement, M. Watts a fait remarquer que les états misant énormément sur les technologies de pointe encourageaient fortement leur système d'enseignement postsecondaire, par exemple le Massachusetts, la Californie et le Japon. Le Bulletin de l'ACPU a rencontré en entrevue Tony Macerollo, président de la Fédération canadienne des étudiants, et Wilf Hudson de la Manitoba Federation of Labour, qui ont fermement exprimé le besoin de nouveaux crédits.

M. Watts a remarqué que peu de personnes estimaient que le gouvernement fédéral devrait limiter son rôle à la recherche et aux études supérieures. On a discuté quelque peu des propositions des organisateurs qui laissent entendre que la gestion des universités constituait un sérieux problème. Par ailleurs, dans certains séminaires, les délégués se sont attaqués aux administrateurs et dans d'autres, la permanence a soulevé d'après débats.

M. Watts a constaté que les centres d'excellence suscitaient des sentiments partagés. Toutes les délégations ont montré leur antipathie face à la perspective d'une gestion centralisée des universités et des collèges par les bureaucrates. On a fait remarquer que les crédits affectés à la recherche étaient déjà trop concentrés dans un petit nombre d'universités. Tous s'accordaient pour dire que l'équipement scientifique et médical, extrêmement coûteux

et spécialisé, ne pouvait maintenant et ne pourrait à l'avenir être fourni à toutes les universités. Les réseaux, particulièrement en cette ère informatique, représentaient un meilleur moyen de former des équipes de recherche et des modules multi-disciplinaires que de demander à tous les participants de travailler à un seul endroit.

On a également signalé que les budgets des bons collèges d'arts libéraux américains étaient beaucoup plus importants par étudiant que ceux des établissements d'enseignement canadiens de taille comparable. En outre, l'enseignement à distance a persuadé plus de gens que l'inverse à fréquenter les collèges et les universités.

Plus tôt, le ministre de l'Éducation, M. Claude Ryan, avait exposé un peu la position du gouvernement du Québec sur les questions débattues au Colloque. Dans une entrevue accordée au *Devoir*, il a rejeté la proposition de l'AUCC de créer un conseil national sur l'enseignement postsecondaire. Toutefois, il n'a pas écarté la possibilité d'un quelconque mécanisme de coopération. Il a déclaré qu'il voulait voir comment un tel mécanisme s'intégrerait au Conseil des ministres de l'Éducation.

Le Colloque a offert une conclusion inattendue. Le discours de la fin du président du Colloque, M. Brian Segal, a en donné des indices. Bien qu'il eût observé que le Colloque avait suscité des attentes, M. Segal a affirmé que les universités n'avaient pas réussi à se réformer et à livrer clairement leur message au public et aux politiciens.

Tout de suite après le Colloque, des entrevues télévisées ont été accordées. D'abord, le secrétaire d'État a complètement mis de côté la demande extraordinaire de renouvellement des ententes fédérales-provinciales au titre de l'enseignement postsecondaire. M. Crombie a déclaré que les universités devaient faire un ménage interne avant de solliciter de nouveaux fonds. "L'important, a-t-il déclaré, est de savoir ce qu'on veut faire avec ces fonds avant de

songer à en demander plus et pourquoi cela a du sens de le faire ainsi." Quoiqu'il en soit, il a ajouté que "si l'argent était le seul problème, de nombreuses familles riches seraient heureuses". La veille, le ministre de la Saskatchewan, M. Lorne Hepworth, avait tenu les mêmes propos en félicitant l'Université de la Saskatchewan d'avoir collaboré avec le gouvernement pour restreindre son budget.

M. Evans a répliqué que le message du Colloque était clair: toutes les délégations présentes voulaient une plus grande accessibilité à une éducation de qualité ainsi qu'un engagement renouvelé envers l'excellence et la recherche. Les gouvernements devront avoir la volonté de veiller à ce que ces revendications soient satisfaites.

Les critiques du parti Libéral et du Nouveau parti démocratique à la Chambre des communes ont également réfuté les assertions de M. Crombie.

Howard McCurdy, du Nouveau parti démocratique, a accusé le secrétaire d'État de ne pas avoir écouté son propre colloque et de l'avoir d'ailleurs carrément contredit. Il a signalé que les dépenses dans ce secteur avaient chuté par rapport au PNB et que le Canada ne pourrait être concurrentiel dans un monde de libre-échange si son système d'enseignement postsecondaire était miné.

M. Bill Rompkey, du Parti libéral, a déclaré que les gouvernements étaient de grands parleurs mais de petits faiseurs et qu'ils devraient aider financièrement l'enseignement postsecondaire. Il a attiré

l'attention sur son projet de loi privé visant à créer un conseil fédéral-provincial sur l'enseignement postsecondaire qui fera l'objet d'un débat en novembre.

M. Crombie a répliqué que le gouvernement préférerait se concentrer sur des problèmes plutôt que sur des structures. Il a ajouté qu'il s'occuperait en temps opportun des questions relatives aux étudiants étrangers, à l'aide financière des étudiants, à l'accessibilité, à la recherche et à la création d'une base de données.

Le Bulletin de l'ACPU a demandé à M. Crombie comment il faisait cadrer l'engagement envers l'accessibilité avec la décision du gouvernement fédéral de limiter l'aide financière aux étudiants autochtones qualifiés désirant fréquenter un collège ou une université. Il a répondu qu'il traiterait de la question avec ses collègues.

Le président du Conseil des ministres de l'Éducation, M. Roland Penner, a également fait preuve de prudence quant aux nouvelles structures et a déclaré que le Conseil, dans un premier temps, reformulerait ses

structures dans le but de s'occuper plus efficacement de l'enseignement avec l'aide des parties intéressées. Il a en outre indiqué que le Conseil des ministres était disposé à rencontrer régulièrement le secrétaire d'État.

Tant M. Crombie que M. Penner étaient d'accord que le Colloque s'inscrivait comme premier point à l'ordre du jour de la prochaine réunion du Conseil des ministres de l'Éducation et du secrétaire d'État au début de février.

Briefly...briefly...

Group files complaint against York University for discrimination against women

DOWNSVIEW — A coalition of women's rights groups, lawyers, students and professors has filed a complaint with the Ontario Human Rights Commission alleging discrimination against women at York University's Osgoode Hall Law School. The complaint, which was filed in September, centers on the university's failure to appoint associate dean Mary Jane Mossman to the position of dean at the law school. Instead, the university hired a male outsider, Brian Dickson of the Supreme Court of Canada. The group said that Prof. Mossman was the best candidate for the job but was passed over because she is a woman. It said the choice of Mr. MacPherson over Prof. Mossman breaks a 15-year tradition of picking a dean from the associate deans.

Ontario bows to pressure from creationists

TORONTO — The Ontario Ministry of Education has bowed to pressure from "creationists" — those who take the biblical description of the origin of the earth as fact — in the province and altered the high school curriculum to comply with the group's demands. A University of Toronto astronomer, John Percy, who was working on a revision of the science curriculum, reports he was told to remove the word "evolution" from a grade 12 chapter on astronomy. It was replaced with the words "change" and "development". The Ministry also ordered that the teaching that the sun is several billion years old be removed from the basic curriculum to the optional level. The rationale for this was that the statement was "questionable".

The episode appears to be a spill-over from the creation-science battle in the United States, where the Supreme Court has repeatedly struck down the laws of American states that have tried to prohibit the teaching of evolution. Most recently, the Supreme Court invalidated a state law requiring so-called "creation-science" to be taught in the science curriculum.

FACULTY POSITIONS IN

MINING ENGINEERING

The Department of Mining Engineering, Queen's University at Kingston, is seeking two new staff members. Candidates should hold a Ph.D. degree in Mining Engineering or a closely-related discipline.

The first staff position is in the area of drilling, blasting and explosives engineering.

The second staff position is in the area of mine ventilation. A good background in environmental health issues and hydraulic applications in mining would be an asset.

These are tenure track positions with an initial three year term. Our intention is to fill these positions at the Assistant Professor level; however, candidates with a particularly strong record of research accomplishments in these areas may be considered for appointment at a higher rank.

Duties will include teaching, research and administration. In accordance with Canadian Immigration requirements this advertisement is directed to Canadian citizens and permanent residents. Men and women candidates are equally encouraged to apply.

Forward résumé, transcripts and names of three referees by November 30, 1987 to:

Dr. P.N. Calder
Department of Mining Engineering
Queen's University
Kingston, Ontario
K7L 3N6



Université d'Ottawa

Département d'Études anciennes — Directeur

Ce département de la Faculté des Arts compte 11 professeurs de carrière et offre en anglais et en français des programmes de 1^{er} cycle, de maîtrise et de doctorat.

Le candidat ou la candidate au poste de directeur devrait posséder les qualifications requises pour une nomination au rang de professeur agrégé ou titulaire: doctorat, expérience appropriée d'enseignement et de recherche en études romaines (République/Empire) et une bonne connaissance du français et de l'anglais.

L'entrée en fonction est prévue le 1^{er} juillet 1988. En conformité avec les exigences de l'immigration canadienne, cette annonce s'adresse aux citoyens canadiens et aux résidents permanents.

Les candidatures doivent être envoyées avant le 1^{er} décembre 1987 à:

M. Marcel Hamelin
Doyen de la Faculté des Arts
Université d'Ottawa
Ottawa, Ontario K1N 6N5



International conference of faculty associations

Marginalization of academic work focus of meeting

by Donald C. Savage
CAUT Executive Secretary

Faculty associations from a number of western countries including CAUT met in Dublin in October to discuss common problems. This gathering had originally been founded by CAUT in 1982 in order to provide a counterpoise to the increasing tendency of higher education ministers and bureaucrats to meet internationally and to share ideas on the future of the universities in their countries.

The members include the British AUT, the American Association of University Professors, the American Federation of Teachers and the National Education Association (USA), the New Zealand AUT, Le Syndicat national de l'enseignement supérieur (France), the Irish Federation of University Teachers and the Federation of Australian University Staff Associations.

There were also representatives present from a similar grouping of Scandinavian faculty associations and from the West German Gewerkschaft Erziehung und Wissenschaft.

The marginalization of academic work was one of the major themes of the conference. One aspect of this problem has been the growth of sessional, non-tenure track and part-time posts. In most countries the governments and university administrations have not chosen to confront the academic profession in direct battle but rather to outflank it by freezing or reducing regular posts and by substituting various non-tenured or irregular arrangements which provide little or no protection either for academic freedom or for job security. In a generally gloomy discussion, the French delegation pointed out that at least

one government, namely the previous socialist government of France, had converted large numbers of non-permanent positions to ones with tenure. This discussion of irregular contracts was related to a second theme - the status of women academics. In many of the countries represented, including Canada, the number of women university students has increased dramatically in the last decade but the number of women academics on the permanent staff has not. One of the reasons is fairly clear. New jobs have not been available except in non-tenure track or part-time positions. It is evident that in many countries governments and university administrations are trying to run the universities more cheaply by exploiting the new generation of academics, a large proportion of whom are women.

The conference received and discussed a paper from CAUT

on the recent OECD conference in Quebec City on productivity in the universities. It was agreed that CAUT would produce a further document on the merits of the economic analysis involved in this exercise. CAUT noted that OECD intended to make this a priority for the next two years. The code word "productivity" seems to have replaced "excellence" among the cost-cutters. CAUT also led a discussion of its response to financial exigency and redundancy.

The British AUT led an interesting discussion on research funding, in particular how to secure a balance between applied and basic research and how to provide decent conditions of employment for the increasing numbers of researchers on soft money contracts. Other sessions dealt with the increasing costs of legal representation of faculty, evaluation and staff

development.

The French delegation led a discussion on the recent draft UNESCO paper concerning higher education which is intended as a parallel to the existing document on secondary school teaching which has proved useful in defending teachers from governmental attack whether in Eastern Europe or in Canada. Serious reservations were expressed about the wording of the draft, and it was agreed that the associations with governments who were members of UNESCO would convey their views to their governments.

The conference called on the governments of those countries represented at the conference "... to redouble their efforts to effect real political and social change in South Africa, and, in particular, to refrain from any action which could give support or comfort to the South African

regime." The associations also agreed to consider a joint scholarship fund and to pool information in regard to initiatives on disinvestment.

The conference was addressed by Mary O'Rourke, the Minister of Education of Ireland, the former Taoiseach or Prime Minister, Dr. Garret FitzGerald, who was a founding member of the Irish Federation of University Teachers, and the Secretary of the Higher Education Commission. Grim governmental policies were, in fact, announced during that week by the Irish government. Despite election promises to the contrary, the government tabled estimates involving a cut of 475 million pounds in public expenditure which would translate into a 7 1/2% cut in the education budget.

The next meeting will be held in Canada in January 1989.

CAUT Defence Fund meets to review financial strategies

by Howard Snow
CAUT staff

The Annual General Meeting of the Trustees of the CAUT Defence Fund was held in Montreal on Saturday, October 17. The Fund, associated with but independent of CAUT, provides support to its member associations in bargaining, particularly in the event of a strike or lock-out.

At the meeting one of the first items of business was an application for membership by the Algoma University College Faculty Association (AUCFA). The admission of AUCFA brings the number of member associations to 24. The trustees reviewed the financial strategies of the Fund (its assets are approximately \$2.3 million) and dealt with a variety of issues related to the administration of the Fund that had arisen during the previous year.

The trustees spent considerable time on the problem of employers cutting off insured benefits at the start of a strike



Sandra Zuk



Robert Dilley

or lock-out. Various possible responses by the unions were discussed ranging from loans by the Defence Fund to cover this cost (done in previous strikes) through to the Fund arranging insurance coverage which member associations could use. Ultimately the issue was referred back to Committee for further consideration.

The meeting occurred immediately after the legislated end to the inside postal

workers (CUPW) strike and trustees decided to write the Federal Government to express opposition to the manner in which the strike was ended.

The meeting was chaired by Robert Dilley, Lakehead University, who was Chairperson for 1986-87. The new Chairperson of the Board of Trustees is Sandra Zuk, University of Winnipeg.

revises many others), bringing the total to more than 2,650 entries on such subjects as recent economic theory and practice, leading economists, institutional data from around the world, traditional economic concepts, and recent controversies. It was compiled by fourteen professors and lecturers in political economy at the University of Aberdeen. David Pearce is a Professor in the Department of Political Economy, University College, London.

AFTER PHILOSOPHY: END OR TRANSFORMATION? edited by Kenneth Barnes, James Bohman, and Thomas McCarthy; The MIT Press, Cambridge,

Mass., 1986. *After Philosophy* provides a framework for understanding the most important strains of current philosophical work in North America, England, France, and Germany. The selections from the work of fourteen contemporary philosophers not only display the multiplicity of approaches being pursued since the breakup of any consensus on what philosophy is, but also help to clarify this proliferation of views and to spell out today's basic options for doing, or not doing, philosophy today. Kenneth Barnes is currently doing postgraduate research at the University of Frankfurt. James Bohman lectures in philosophy at Boston University, and Thomas McCarthy



CENSURED ADMINISTRATIONS

Censure means that CAUT has concluded that a university administration has breached one or several of the fundamental principles of academic freedom and governance which CAUT believes to be indispensable to the proper functioning of a university. It also means that the university administration has resisted all reasonable suggestions from CAUT for a resolution of the dispute. Censure is a notice to all members of CAUT that they should inform themselves, in their dealings with a censured administration, of the issues involved in the censure. In particular, CAUT members are asked not to accept appointments at a censured university; not to accept invitations to speak or attend academic conferences at a censured university; and not to accept any distinction or honour that might be offered by a censured administration. Faculty members employed at a university whose administration is under censure are asked to support and assist efforts to convince the administration of the necessity for a settlement of the dispute. Advertisements for positions vacant in universities under censure are not carried in the CAUT Bulletin.

CAUT recognizes, of course, that censure imposes a burden on members of the academic staff and students at censured universities. It is the view of the association, however, that censure, and the sanctions associated with it, is necessary both to publicize the unsatisfactory conditions which exist in the censured university and to persuade the censured administration that it should adhere to standards now widely accepted in the Canadian academic community.

The following administrations are under CAUT censure:

President and Board of Governors, University of Calgary (1979)

Censure was imposed because of the circumstances surrounding the decision not to renew the appointment of a member of the Faculty of Medicine when his appointment at an associated teaching hospital was terminated and because of a University regulation imposing a quota on the proportion of faculty members who may hold tenured appointments.

President and Board of Regents, Memorial University of Newfoundland (1979)

Censure was imposed when the appointment of a member of the School of Social Work was not renewed under circumstances which suggest that her political views were unacceptable to the University administration and when the administration and Board of Regents were unwilling to agree to a fair procedure to determine whether the faculty member had been fairly treated.

Full information on the above censures is available on request.

IN/PRINTS

Books received by The Bulletin. Unless otherwise noted, information was supplied by the publisher. Some books may be reviewed later.

THE MIT DICTIONARY OF MODERN ECONOMICS, Third Edition; edited by David W. Pearce; The MIT Press, Cambridge, Mass., 1987. *The MIT Dictionary of Modern Economics* provides an authoritative reference guide to economic terminology and nomenclature. This new edition adds 150 definitions (and

thy is a professor of philosophy at Northwestern University and the editor of the MIT Press series *Studies in Contemporary German Social Thought*.

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CONCORDIA UNIVERSITY

CONCORDIA UNIVERSITY's Management Department is recruiting for (a) Policy and Strategy; and (b) Human Resource Management positions. Concerning the latter position, the ability to link one's research to existing OB faculty or competencies in OT will be advantageous. One position has been approved and a second is possible. The successful candidate will have a Ph.D., be a competent teacher, and have a demonstrated potential for publishing research in top journals. Rank is open, but assistant professor level positions are most likely. Send curriculum vitae, two samples of your research/writing, and three letters of recommendation to: Dr. J.B. Prince, Management Department — Recruitment Chair, CONCORDIA UNIVERSITY, 7141 Sherbrooke St. West, Building CL316, Montreal, Quebec H4B 1R6. Telephone: (514) 848-2908-2929. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada.

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The Management Department has two openings for the following positions: 1) Organizational Behavior with Human Resource Management or Organization Theories research interests, and 2) Business Policy and Strategic Management. The ideal candidates will have a Ph.D., and demonstrated publication potential and teaching ability. Salary and rank are negotiable depending on academic qualifications and experience. Send curriculum vitae and three letters of recommendation to: Dr. J.B. Prince, Management Department — Recruitment Chair, CONCORDIA UNIVERSITY, 7141 Sherbrooke St. West, Building CL316, Montreal, Quebec H4B 1R6. Telephone: (514) 848-2908-2929. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada.

CONCORDIA UNIVERSITY

The Department of Marketing, CONCORDIA UNIVERSITY, invites applications for full-time tenure-track faculty positions at the assistant professor level. Candidates should have a Ph.D. in Marketing or be near completion. Effective teaching and strong research commitment is essential. Ability to teach marketing management and one of consumer behavior, marketing channels, retailing and sales management would be desirable. In accordance with Canadian immigration requirements, preference will be given to Canadian citizens and permanent residents. Please send your C.V. to: Dr. Z. Gidgen, Acting Chairman, Department of Marketing, Faculty of Commerce and Administration, CONCORDIA UNIVERSITY, 1455 de Maisonneuve Blvd. West, Montreal, Quebec H3G 1M8.

CAUT RECOMMENDATIONS.....2

growth in this area.

(b) that the federal government ensure that the humanities and social sciences be treated equally for tax purposes in relation to the development of the matching grant policy.

(c) that SSHRC be funded in such a manner that reasonable financial support is available for the program of publication of the results of scholarly work and research in the humanities and the social sciences which is currently administered by the Social Science Federation and by the Canadian Federation for the Humanities and for the support of scholarly journals in these areas.

(d) provincial governments should ensure that a reasonable proportion of their research funds are directed to scholarly and research work in the humanities and social sciences. CAUT notes that in this generation Canada has built up an independent research and scholarly capacity of its own in the humanities and the social sciences which can and does compete internationally. It would be a tragedy if underfunding or budget cuts destroyed this development and forced our scholarly community into dependence on other countries.

(iv) Research and Canada's Ability to Compete and to Contribute Internationally

Many commentators have noted the importance of research and development in ensuring that Canada can compete internationally. There are other aspects of this which are, however, not always noted. It is clear that a country with a population the size of Canada cannot be at the forefront of scientific research in everything. However, if we are to understand and evaluate the fundamental research produced in other countries, we must have some capacity in basic research over a broad area of knowledge. Furthermore, Canada's ability to compete internationally does not depend only on the development of sophisticated products. It also depends on our capacity to understand the world we live in — a knowledge which arises from the study both of foreign cultures and of our own.

(v) Applications of Research in the Curricula at All Levels

CAUT firmly believes that the teaching and research functions of the university should not normally be separated. Research informs the teaching process within the university and keeps it current. This is true at both the undergraduate and graduate levels. Graduate work is in essence a co-operative research endeavour in which the student is an apprentice learner.

CAUT also believes that there should be research on the functioning of educational institutions at all levels including the universities. That is one of the reasons why CAUT recommended in 1984 a federal/provincial/university community research and advisory body for postsecondary education.

The support of research has many aspects. For example, many social sciences require inexpensive and uncomplicated access to statistical data. Therefore, CAUT recommends that Statistics Canada be funded adequately so that it is a resource for all levels of government and the research community. In particular, Statistics Canada should review and reduce the charges it has imposed on researchers in the non-profit sector.

(vi) Linking the Universities to the Private Sector

Historically, Canada's universities have had many connections with the private sector, and CAUT considers that university/business linkages can be developed that are mutually beneficial to the universities and to the private sector. For instance CAUT has supported the creation of programs at NSERC to facilitate the interchange of scientists and engineers between the universities and private industry. CAUT also supports the development of co-operative education programs which should, in our view, extend opportunities to students outside the traditional areas of science and engineering. However, both the universities and the private sector must recognize the differences between themselves and respect those differences. It is important that linkages between the universities and the private sector be regulated by clear and open contractual arrangements along the lines set out in the CAUT Information Paper on University/Business Linkages. It should also be understood that applied research in the university tends to be in many other fields other than private sector R & D. Universities must retain their role in providing access to research for a wide variety of groups in our society including women's groups, labour unions, and cultural groups.

1. (C) Higher Education and our Social, Cultural and Economic Development

(i) Universities play a key role in our social and cultural development. In the 1950s the Massey-Levesque Commission recognized that the university is central to the cultural life of many Canadian areas. This is still the case. The funding by the Canada Council of university work in music, drama and the fine arts is key to this and must be continued and developed. The university is not only a patron of the arts but holds a virtual monopoly on research and scholarship in the humanities. This latter role is financed by the Social Sciences and Humanities Research Council. We recommend that the federal government adopt the 5 Year Plan proposed by SSHRC and that it conduct a review of the financing of SSHRC as soon as possible. This latter was promised in conjunction with the matching grant scheme.

(ii) Universities also have a vital role to play in the economic development of the country. This involves many aspects of its work — the production of highly qualified manpower, relations between universities and business in research and development, research and scholarly work in economics, business administration, industrial relations and the like.

(iii) Universities have an influential role in promoting the cultural identity not only of the founding peoples of the Confederation but also that of the native peoples and the ethnic minorities in the country. Universities, however, are not schools to promote uncritical citizenship. Part of the Canadian identity must be to recognize our problems and our differences. University education, research and scholarship is essential to ensure an informed and critical citizenry.

II. Accessibility to and Participation in the PSE System

The CAUT believes that all qualified students who wish to undertake postsecondary education should have the opportunity to do so. Governments have the obligation to provide both the faculty, support staff and facilities to do this. Neither the interest of the country nor that of the students is served by the current failure of governments to fund the necessary infrastructure for the large increase of students that has taken place since 1980. In particular:

(a) universities should adopt positive steps in conjunction with the school system to increase the recruitment of women students in areas where they are currently under-represented, such as engineering, science and mathematics. Where necessary, governments should supply funds to assist this process and, in particular, should ensure that courses are available to allow students who wish to do so to switch their career expectations towards science or engineering. Universities should also take positive steps to provide an infrastructure that encourages female participation. In particular they should provide courses that relate to the needs and interests of women students, reasonable child care facilities, and equal sports and physical education arrangements.

(b) the federal government should honour its obligation to fund native students who secure entry to postsecondary educational institutions and should rescind its current restrictions on these funds.

(c) the federal and provincial governments should take the necessary steps to ensure that there is reasonable access to postsecondary education for official language minorities across Canada.

(d) the federal and provincial governments should encourage the participation of international students in Canadian universities particularly at the graduate level. Differential fees should be abolished, beginning at the graduate level.

(e) governments should develop their plans for postsecondary education in such a way that students outside the major metropolitan areas have reasonable access to quality postsecondary education without being forced to migrate to the major cities. This is particularly important for the growing number of mature students, many of whom have family or job responsibilities that prevent such migration.

(f) governments should develop their plans for postsecondary education in such a way so as to encourage opportunities for life-long learning. In particular student aid packages should be constructed so that the needs of such mature students are served.

(g) universities should work co-operatively with education ministries and with school systems to ensure that the needs of the universities in terms of entrance requirements are met. Universities, however, should not directly or indirectly attempt to lessen the quality of education in the school systems for the majority of students who do not intend to go to university but, through their educational facilities, should be striving to work with teachers to improve that education.

(h) governments should adopt policies in the area of student fees and aid that reduce financial barriers to postsecondary education. CAUT believes that in most provinces there should be lower fees and that aid packages should be constructed so that students are not required to have unreasonable debt burdens.

III. The Framework of Managing and Financing PSE

(a) Underfunding: There is a funding crisis within the postsecondary system. Universities, for example, have suffered from inadequate funding by most provincial governments for the past ten to fifteen years. The federal government has itself on several occasions reduced its commitments unilaterally to higher education. Clearly the current system does not work and promotes its responsibility because both levels of government can blame the other for the problems of the universities. Several years ago the CAUT recommended that the current EPF arrangements be restructured so that they encouraged provincial governments to spend more money on postsecondary education. We believe that the Forum should recommend that the first ministers address this dilemma as soon as possible.

(b) Governance of Universities: There is a seductive call for more centralized planning by governments concerning postsecondary education. This urge to bureaucratic rigidity should be resisted by the Forum. Governments should encourage a reasonable degree of competition in the university sector rather than imposing intellectual monopolies of one kind or another. Educational monopolies are no better than economic ones. The university community has already ensured that expensive scientific research will be concentrated in a minority of Canadian universities (80% of university research is carried out in 15 of the universities). Governments, of course, have a right and a duty to ensure that the universities are financially accountable but this should not involve overly expensive and bureaucratic procedures.

The Forum should also resist the view that excellence can be commanded by Generals of Erudition from the top. Most commentators agree that excellence is achieved by hiring good people, giving them the maximum amount of freedom necessary to do their work consistent with reasonable accountability, and providing the necessary infrastructure. Among other matters, this involves guaranteeing the academic freedom of those involved in the research and providing the necessary scientific and support staff back-up. Good research will certainly be impeded if it has to be conducted in what might be deemed an academic slum.

(c) New Delivery Systems: Universities need to continue to experiment with new technologies whether these be film, video, computers, broadcasting or the like. The university has a duty to reach out to the community and should use these techniques wherever suitable. However, the protagonists of particular technologies tend to support them with religious fervour out of all proportion to the likely results. We need to take a cool look at all these technologies and incorporate them where appropriate. However, this can only be done if governments and the private sector are prepared to foot the bill. It is, for instance, no use urging a video revolution if no one has the money to buy either the machines or the videos. The same observation would apply to the use of computers. It is hard to understand in this context why the federal government imposes tariffs on the importation by universities of computer equipment that is not available in this country.

(d) One important feature of the universities in this country has been their academic autonomy. This has been a source of their strength and adaptability. The members of the university have shown themselves to be sensitive and effective in adapting to many of the demands placed on them. This should remain the model of university function in the future. Direction from outside will destroy the very adaptiveness which those who would direct claim they are seeking. On their part universities must retain their sensitivity to the society in which they exist.

(e) Universities have a duty to ensure that the public understands what they are doing and why. Ten years ago this was one of the most deplorable and undeveloped features of university administration. There is now much more effective communication with the community although universities should al-

RECOMMANDATIONS DE L'ACPU2

renverser cette situation non seulement parce que ces disciplines constituent une contribution importante et particulière au bien-être du Canada (la recherche en ce qui concerne nos amis étrangers et nos concurrents, sur les problèmes sociaux au Canada, sur les relations industrielles, sur la productivité, etc.) mais aussi parce qu'elles sont la clé de notre façon de fonctionner en tant que citoyens et personnes au Canada. L'ACPU recommande:

- (a) que le gouvernement fédéral réalise aussi tôt que possible sa promesse de réviser le financement du CRSH en vue d'une expansion réelle dans ce secteur;
 - (b) que le gouvernement fédéral s'assure que les sciences humaines et sociales sont traitées également aux fins de l'impôt en rapport avec la mise au point du programme de subventions de contrepartie;
 - (c) que le financement du CRSH prévoit un soutien monétaire raisonnable au programme de publication des résultats de travaux savants et de recherches en sciences sociales et humaines que la Fédération canadienne des sciences sociales et la Fédération canadienne des études humaines administrent actuellement ainsi qu'aux revues savantes dans ces domaines;
 - (d) les gouvernements provinciaux doivent veiller à ce qu'une proportion raisonnable de leurs crédits de recherche soit affectée aux études et aux recherches en sciences humaines et sociales. L'ACPU signale que le Canada, au cours de la présente génération, s'est bâti sa propre capacité de recherche et d'étude en sciences humaines et sociales qui peut se mesurer à la scène internationale et qui le fait. Ce serait tragique si le sous-financement ou les compressions budgétaires ruinaient cette expansion et obligeaient nos savants à dépendre d'autres pays.
 - (iv) La recherche et l'habileté du Canada à être concurrentiel et à faire sa part sur la scène internationale.
- De nombreux observateurs ont indiqué combien la recherche et le développement étaient importants pour que le Canada puisse se maintenir concurrentiel sur la scène internationale. D'autres aspects, cependant, ne sont pas toujours signalés. Un pays ayant la population du Canada ne peut manifestement pas être le chef de file de la recherche scientifique dans tous les domaines. Cependant, si nous voulons comprendre et évaluer la recherche fondamentale effectuée dans d'autres pays, nous devons avoir une certaine compétence dans divers champs de connaissances. De plus, l'habileté du Canada à rivaliser avec d'autres pays ne dépend pas seulement de la mise en valeur de produits perfectionnés. Elle repose également sur notre capacité à comprendre le monde dans lequel nous vivons, une connaissance acquise par l'étude des cultures étrangères et de notre propre culture.
- (v) Les applications de la recherche dans les programmes d'études à tous les cycles.

L'ACPU est fermement d'accord que l'enseignement et la recherche sont des fonctions normalement indivisibles de l'université. La recherche alimente l'enseignement direct de l'université et le garde à jour. Cela est vrai tant pour le premier cycle que pour les études supérieures. Par essence, les travaux aux 2e et 3e cycles constituent de la recherche coopérative où l'étudiant est un apprenti.

L'ACPU croit que l'on devrait mener une étude du fonctionnement des établissements d'enseignement à tous les niveaux, y compris les universités. Voilà pourquoi, entre autres, l'ACPU a recommandé en 1984 un organisme fédéral-provincial-universitaire de recherche et de consultation pour l'enseignement post-secondaire.

Le financement de la recherche comprend de nombreux aspects. Ainsi, de nombreuses sciences sociales nécessitent l'accès simple et à frais minimes à des statistiques. L'ACPU recommande donc que Statistique Canada soit suffisamment financée pour que ses ressources servent à tous les paliers de gouvernement et au milieu universitaire. Statistique Canada devrait, en particulier, réviser et réduire les frais imposés aux chercheurs des secteurs à but non lucratif.

(iv) Relier les universités au secteur privé

Depuis des décennies, les universités canadiennes entretiennent des rapports avec le secteur privé. L'ACPU estime qu'il est possible d'établir des liens entre le secteur privé et les universités qui peuvent profiter aux deux parties. L'ACPU, par exemple, a appuyé la création de programmes au CRSH qui facilitent les échanges de scientifiques et d'ingénieurs entre les universités et l'industrie privée. L'ACPU soutient également la création de programmes d'éducation coopérative qui devraient, à notre avis, ouvrir plus de débouchés aux étudiants qui se spécialisent dans des domaines autres que les sciences et le génie. Toutefois, tant les universités que le secteur privé doivent reconnaître ce qui les distingue et respecter ces différences. Il importe de réglementer les liens entre les universités et le secteur privé au moyen de contrats clairs et francs s'inspirant du document d'information de l'ACPU sur les relations entre les universités et le secteur privé. Il faut en outre comprendre que la recherche appliquée effectuée dans les universités s'étend à bien des domaines autres que la recherche et le développement du secteur privé. En effet, les universités doivent continuer à permettre à une variété de groupes, entre autres, les groupes féministes, les syndicats et les groupes culturels, d'accéder à la recherche.

1. (C) L'enseignement postsecondaire et notre développement économique et socio-culturel

- (i) Les universités jouent un rôle capital dans notre développement social et culturel. Dans les années 1950, la Commission Massey-Levesque a admis que l'université était le centre de la vie culturelle de nombreux domaines canadiens. C'est encore le cas. Les subventions que le Conseil des arts du Canada accorde pour des travaux universitaires en musique, en théâtre et en arts sont capitales à cet égard. Cet effort doit être maintenu et exploité. L'université n'est pas seulement la protectrice des arts mais elle détient également un monopole sur la recherche et les connaissances en sciences humaines. Le Conventuel sur la recherche et les connaissances en sciences humaines. Le Conseil de recherches en sciences humaines est chargé de subventionner ce secteur. Nous recommandons que le gouvernement fédéral adopte le plan quinquennal proposé par le CRSH et qu'il enquête sur le financement de ce dernier aussi tôt que possible. Ce dernier a été promis en même temps que le programme de subventions de contrepartie.

- (ii) Les universités jouent également un rôle capital dans le développement économique du pays. Ce rôle comprend de nombreux aspects, soit la production d'une main-d'œuvre hautement qualifiée, les relations entre les universités et le secteur privé en recherche et en développement, la recherche et les travaux savants en économie, en administration, dans les relations industrielles, etc.

- (iii) Les universités influent non seulement sur la promotion de l'identité culturelle des peuples fondateurs de la Confédération mais aussi sur celle des autochtones et des minorités ethniques de ce pays. Par ailleurs, les universités

ne sont pas des écoles où l'on apprend à ne pas critiquer la société canadienne. Une partie de l'identité canadienne doit consister à reconnaître nos problèmes et nos différences. L'éducation, la recherche et l'éducation universitaires sont essentielles à des citoyens informés et ayant le sens critique.

II. L'accessibilité et la participation aux études postsecondaires

L'ACPU estime que tous les étudiants qualifiés qui le désirent, devraient avoir la possibilité de poursuivre des études postsecondaires. Les gouvernements sont tenus de fournir les professeurs, le personnel de soutien et les installations à cette fin. L'incapacité des gouvernements à subventionner l'infrastructure nécessaire pour répondre à la hausse importante du nombre d'étudiants depuis 1980 ne sert ni les intérêts du pays ni ceux des étudiants. En particulier:

- (a) les universités devraient adopter des mesures d'action positive de concert avec les systèmes scolaires dans le but d'accroître le nombre d'étudiants dans les disciplines où elles sont actuellement sous-représentées, entre autres le génie, les sciences et les mathématiques. Au besoin, les gouvernements devraient consentir des fonds à cette fin et devraient, notamment, s'assurer qu'il existe des cours permettant aux étudiants désireux de le faire de modifier leur projet de carrière pour se diriger vers les sciences ou le génie. Les universités devraient également prendre des mesures d'action positive afin d'offrir une infrastructure qui encourage la participation des femmes. Elles devraient notamment dispenser des cours liés aux besoins et aux intérêts des femmes, des services de garde adéquats ainsi que des programmes sportifs et d'éducation physique égaux.

- (b) le gouvernement fédéral devrait respecter l'obligation qu'il a prise d'aider financièrement les étudiants autochtones admis dans des établissements d'enseignement postsecondaire. Il devrait également annuler les restrictions qu'il a imposées à cette aide;

- (c) les gouvernements fédéral et provinciaux devraient prendre les mesures nécessaires pour s'assurer que les minorités d'une langue officielle jouissent de critères d'accès raisonnables aux études postsecondaires;

- (d) les gouvernements fédéral et provinciaux devraient encourager l'inscription des étudiants étrangers dans les universités canadiennes, en particulier aux 2e et 3e cycles. Il faudrait abolir les frais de scolarité différentiels des premier cycle;

- (e) les gouvernements devraient élaborer les programmes d'études postsecondaires de telle sorte que les étudiants habitant à l'extérieur des grands centres urbains pourraient poursuivre des études postsecondaires de qualité sans être obligés de s'installer dans les grandes villes. Cette mesure est d'autant plus importante que le nombre d'étudiants adultes croît sans cesse et nombre d'entre eux ont une famille ou un emploi qui les empêchent d'étudier à l'extérieur;

- (f) les gouvernements devraient mettre au point leurs projets en matière d'enseignement postsecondaire de façon à encourager les possibilités d'éducation permanente. Des programmes d'aide financière aux étudiants devraient être conçus pour répondre aux besoins des étudiants adultes;

- (g) les universités devraient travailler de concert avec les ministères de l'Éducation et avec les systèmes scolaires pour s'assurer que les conditions d'admission des universités sont satisfaisantes. Cependant, les universités ne devraient pas tenter de diminuer directement ou indirectement la qualité de l'éducation dispensée dans les écoles pour la majorité des étudiants qui n'ont pas l'intention d'aller à l'université mais elles devraient plutôt s'efforcer de collaborer avec les enseignants pour l'améliorer par l'entremise de leur faculté d'éducation.

- (h) les gouvernements devraient adopter des lignes directrices en ce qui concerne les frais d'inscription et l'aide financière aux étudiants dans le but de réduire les obstacles financiers qui se dressent devant les études postsecondaires. De l'avis de l'ACPU, les frais d'inscription dans la plupart des provinces devraient être moins élevés et les programmes d'aide financière devraient être conçus de façon à ce que les étudiants ne soient pas forcés de trop s'endetter.

III. La gestion et le financement de l'enseignement postsecondaire

- (a) Le sous-financement: Le financement de l'enseignement postsecondaire est en crise. Depuis 10 ou 15 ans, par exemple, la majorité des gouvernements provinciaux verse des fonds insuffisants et les universités en souffrent. À maintes reprises, le gouvernement fédéral a même réduit unilatéralement ses engagements envers l'enseignement postsecondaire. De toute évidence, le système actuel ne fonctionne pas et encourage l'irresponsabilité car les deux paliers de gouvernement peuvent se reprocher mutuellement les problèmes des universités. Il y a plusieurs années, l'ACPU a recommandé que les accords provinciaux du FPE soient restructurés de façon à encourager les gouvernements provinciaux à affecter plus de crédits à l'enseignement postsecondaire. Nous estimons que le Colloque devrait recommander aux premiers ministres de régler ce dilemme aussitôt que possible.

- (b) La direction des universités: La demande d'une planification plus centralisée de l'enseignement postsecondaire de la part des gouvernements est traitée. Le Colloque devrait s'opposer à cette forte envie de centralisation. Les gouvernements devraient encourager un degré raisonnable de compétition dans le secteur universitaire plutôt que d'imposer des monopoles intellectuels quelconques. Les monopoles pédagogiques ne sont pas meilleurs que les monopoles économiques. Le milieu universitaire s'est déjà chargé de concentrer dans quelques universités canadiennes la recherche scientifique onéreuse. 80 % de la recherche universitaire s'effectue dans 15 universités. Les gouvernements, bien entendu, ont le droit et le devoir de s'assurer que les universités sont financièrement responsables. Toutefois, cela ne doit pas entraîner des procédés bureaucratiques qui coûtent trop chers.

- (c) Le Colloque devrait en outre s'opposer à l'opinion que les Généraux de l'Érudition peuvent commander l'excellence d'en haut. La plupart des observateurs conviennent qu'on atteint l'excellence en embauchant des gens compétents, en leur donnant le plus de liberté possible pour que leur travail soit compatible avec un degré raisonnable de responsabilité et en offrant l'infrastructure nécessaire. Cela signifie, entre autres, la garantie de la liberté universitaire des personnes qui participent à la recherche et la dotation en personnel scientifique et de soutien nécessaire. On nuirait à la recherche de qualité s'il fallait l'effectuer dans ce que l'on pourrait considérer comme un "taudis" universitaire.

- (d) De nouveaux moyens de livrer la marchandise: Il faut que les universités continuent de faire des expériences avec de nouvelles technologies que ce soit le cinéma, la microscopie, les ordinateurs, la télédiffusion, etc. Le devoir de l'université est de rejoindre la collectivité. Elle doit donc utiliser ces techniques à l'ouï cela convient. Toutefois, les tenants des technologies particulières

Voir RECOMMANDATIONS DE L'ACPU/24

CONCORDIA UNIVERSITY



Montreal, Canada. The Department of Accountancy of the Faculty of Commerce and Administration is inviting applications for tenure-track positions in financial accounting, auditing, management accounting and information systems for January or June of 1988. Rank and salary are open and commensurate with qualifications and experience. Visiting appointments are also available. Ph.D., DBA or ABD (at the final stages) is required. Professional designation is a plus. Research is strongly encouraged and supported with internal and external funding and course load reductions. The Department of Accountancy has 22 tenure-track positions is one of the largest in Canada and North America. The Faculty of Commerce and Administration, with 130 full-time professors caters to 5,500 undergraduate and 800 graduate students. A Ph.D. program is also offered jointly with three other local universities. In recognition of the Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents. Please send resume in confidence to: Dr. Farid S. Sami, Professor and Chair of Department of Accountancy, Faculty of Commerce and Administration, CONCORDIA UNIVERSITY, 1455 de Maisonneuve Blvd. West, Montreal (Quebec) Canada, H3G 1M8.

CONCORDIA UNIVERSITY



Building Engineering. The Centre has an opening for a tenure-track faculty position in the area of Construction Management for immediate appointment. Applications are sought from candidates whose interests and experience lie in Construction Management, Building Economics, Project Management, Construction Methods and Systems. The ideal candidate will have a Ph.D. or equivalent related to any of these areas, accomplishments and related experience. Duties include teaching at graduate and undergraduate levels, supervising graduate students and research. Although the language of instruction at CONCORDIA UNIVERSITY is English, bilingualism (English & French) will be an asset. Salary and rank are negotiable depending on academic qualifications and experience. Send a complete resume with three references to: Dr. P. Fazio, Director, Centre for Building Studies, CONCORDIA UNIVERSITY, 1455 de Maisonneuve Blvd. West, Montreal (Quebec) Canada, H3G 1M8. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents.

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Notes from the USA

More colleges and disciplines incorporating scholarship on women into the classroom

Across New Jersey this fall, dozens of faculty members are revising their courses to reflect a more balanced view of women, as well as members of minority groups. The courses are part of an ambitious state-wide effort — "The New Jersey Project: Integrating the Scholarship on Gender" — that seeks to change fundamentally what and how students learn. Professors will raise complicated questions: Was the Renaissance a renaissance for women? And for whom were the Dark Ages so dark? The New Jersey Department of Higher Education has given \$362,500 to support the endeavour at the state's 56 public and private colleges. The funds will pay for changes in courses, as well as special workshops and collaborations among faculty members on different campuses.

To kick off the project, Gov. Thomas H. Kean declared 1987 the "inaugural year of integrating the scholarship on women."

"There's an historical importance to this grant," says Carol Smith, a professor of English at Rutgers and director of the project. "Not only has the State of New Jersey recognized the importance of scholarship on gender, but it also presented this as a model for other states."

Colleges whose employees engage in "improper" behaviour could lose government funds

Colleges and universities whose employees engage in "seriously improper" behaviour could lose federal money, according to regulations proposed in September by the Reagan Administration. The rules would allow the government to maintain a list of people who had performed poorly on work paid for by a government grant, had defaulted on government-backed loans, or had engaged in other behaviour federal agencies deemed improper. People on the list would be barred from receiving any federal money for up to three years. Their employers also could be stripped of federal funds. The White House Office of Management and Budget has ordered each agency to draft rules for setting up the list.

Gary D. Bass, executive director of a public-interest group that monitors the actions of the budget office, said he was concerned that the regulations would allow the government to create a "blacklist" of people and institutions whose political views did not jibe with those of the Administration. "This could be used in a very insidious, political way," said Mr. Bass, whose organization is known as O.M.B. Watch. "Will the Department of Education pursue (former student activist) David Hoffman and find some way to put him on this list in the same way it will pursue a regular Joe?"

Alfred D. Sumberg, director of governmental relations for the American Association of University Professors, questioned why the Reagan Administration, which has made many efforts to reduce federal regulations, would propose such a system. "It is strange that an Administration dedicated to a limited government becomes the source of a consolidated list which has all the ramifications of Big

Brother," Mr. Sumberg said.

Reagan's plan to limit foreign access to data opposed by scientists

President Reagan's plan to limit foreign access to research data on high-temperature superconductors generated by federal laboratories is facing strong opposition from many scientists. They say such a move could hamper U.S. progress in a field that they feel is critically dependent on open international communication. Under Mr. Reagan's plan, which is being drafted by the Justice Department, Congress would be sent a legislative proposal later this year to exempt from the Freedom of Information Act research conducted by federal laboratories on high-temperature superconductors. While campus research would not be restricted, some of the largest federal laboratories are operated by universities. Their work represents a growing fraction of the U.S. research effort in superconductivity.

Opponents to the plan say the limits could do considerable harm. They note that most of the American research groups involved in superconductivity research are made up of foreign graduate students and researchers. Such researchers, they fear, would be denied access to information that would assist them in their experiments simply because of their nationality. Other scientists have warned that the Administration's protectionist views in this area could also create a backlash from foreign researchers, making them more reluctant to share their results with U.S. researchers or to invite them to their laboratories.

A new wave of curricular reform stress connections between disciplines

A new wave of curricular reform, stressing interdisciplinary connections and skills for a changing world, is slowly reshaping higher education in the United States. This year, many colleges and universities will put the final touches on a new menu of course offerings. No longer will many colleges allow students to sample a bit of this or that through loose distribution requirements. Instead, colleges are working actively to create common learning experiences for undergraduates, including the increasing number of preprofessional students. The focus is on general education — required courses that aren't part of the major. Some institutions are returning to a strict core curriculum, often based on "great books." More common is the so-called "modified core," made up of a group of classes that deal with broad themes, link various disciplines, and encourage undergraduates to make connections between what they learn and the complex world outside the college walls.

Measured by sheer numbers, the degree of reform is remarkable. Ninety-five per cent of America's colleges have recently or are now making changes in the curriculum, according to the American Council on Education's most recent report on campus trends. Three-fourths of the institutions that have reviewed their curricula have instituted new general-education requirements, with a focus on improving students' mathematical, computer-related, and writing skills.



VICE-PRESIDENT — RESEARCH

Applications and nominations are invited for the position of VICE-PRESIDENT — RESEARCH, University of Toronto.

The Vice-President — Research is the senior executive officer responsible for the promotion and administration of research at the University, for the development of research policy, and for liaison with granting agencies, research consortia, corporate clients and sponsors. The Vice-President — Research has line responsibility for the Office of Research Administration. Policy development and administration in the following areas are included in the Vice-President's responsibilities: publication, contracting, inventions, copyright, software and animal and human use in research. The Vice-President — Research will be an ex officio member of the Research Board, the Connaught Committee and a director of the Innovations Foundation and of several research ancillaries.

The successful candidate will have extensive academic experience, a record of distinction in research and proven administrative ability.

Please reply in confidence, enclosing a curriculum vitae, to:

Dr. G.E. Connell
Chair, Committee for Vice-President — Research
Office of the President
University of Toronto
Toronto, Ontario
M5S 1A1

Both women and men are encouraged to apply. Applications or nominations should be received by December 1st, 1987. The successful candidate will take office on July 1st, 1988.

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Chair, Department of Economics

Applications are invited for the position of Chair (tenure-track) of the Department of Economics at Ryerson Polytechnical Institute. The appointment will be for a five year term commencing July 1, 1988. The Department of Economics is in the Faculty of Arts and offers undergraduate Economics courses at all levels to a variety of programs. Some teaching is required.

We are seeking candidates with excellent leadership qualities, innovative ideas on curriculum, a strong teaching record and a commitment to research. Ph.D. in Economics preferred.

Both women and men are encouraged to apply. In accordance with Canadian Immigration requirements, this is directed to Canadian Citizens and permanent residents.

Applications including a curriculum vitae and the names of three referees should be received by January 15, 1988 and addressed to: Dr. Ingrid Bryan, Dean of Arts, Ryerson Polytechnical Institute, 350 Victoria Street, Toronto, Ontario M5B 2K3

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University of Toronto in Mississauga

Department of Sociology

Applications are invited for a tenure track position at the Assistant Professor level in the area of the sociology of health and medicine. Ph.D. in sociology and evidence of excellence in teaching and research in the area of sociology of health and medicine is required. Major responsibilities for the course offerings in the area of sociology of health and medicine; and also expected to provide teaching support for the introductory sociology courses. Salary will be commensurate with qualifications and experience. Applications with curriculum vitae and letters of reference from three referees should be sent to: Professor John Hagan, Chair, Staffing Committee, Department of Sociology, University of Toronto, 563 Spadina Avenue, Toronto, Ontario M5S 1A1. Appointment will commence on 1st July, 1988, subject to budgetary approval. Deadline date for applications is February 1, 1988. In accordance with Canadian immigration requirements, this advertisement is directed toward Canadian citizens and permanent residents. The University of Toronto encourages both women and men to apply.



The University of Manitoba

School of Social Work

ASSISTANT PROFESSOR

The School of Social Work invites applications for two tenure track and 1 term position, all at Assistant Professor rank effective July 1, 1988. (Those qualifying for more senior rank may be considered.)

The School offers two accredited degree programs: The M.S.W. degree is a mix of a core of required and student-elected courses leading to a specialization. The B.S.W. degree is a generalist program. Successful applicants will have a demonstrated ability to contribute to both programs including thesis and practicum supervision.

Qualifications

- M.S.W. degree is required, D.S.W. or Ph.D. (including Ph.D. in cognate discipline) is preferred.
- Prior experience in teaching and research important.
- A clinical background is required for 2 of the 3 positions, and one position requires a feminist scholar.
- Preference will be given to those having one or more of the following specialties and interests: Women's issues and feminist practice; Gerontology; Native issues and practice applications; Working with families; Human sexuality; Physical or mental disability; Social work in health settings.

Both women and men are invited to apply. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Salary commensurate with experience and qualifications. Reply in writing to: DR. LEN SPEARMAN, CHAIR, RECRUITMENT & HIRING COMMITTEE, SCHOOL OF SOCIAL WORK, UNIVERSITY OF MANITOBA, WINNIPEG, MANITOBA, R3T 2N2. Deadline date for applications — January 15, 1988.



The University of Manitoba

School of Social Work at Thompson

One full-time faculty (Contingent Appointment) required for the B.S.W. program at Thompson, Manitoba. This is an affirmative action program with a small permanent faculty on site, funded by the Government of Canada, Department of Regional and Industrial Expansion and the Province of Manitoba, Department of Education under the Canada/Manitoba Northern Development Agreement.

Duties include field instruction, teaching social work practice classes, community liaison and human behaviour and social policy classes as may be required periodically.

Qualifications:

- M.S.W. or equivalent required
- Teaching experience with adult learners especially in a B.S.W. program preferred
- Understanding of Canada's north and Native cultures and values an asset.

Preference will be given to individuals who have experience or expertise in at least two of the following areas: Native studies, Native Self Government, and Native social work practice, community development, corrections, substance abuse and social work research. The ideal appointment date will be July 1, 1988. Rank and salary are dependent upon qualifications.

Both men and women are invited to apply. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Applications should be directed to: DR. LEN SPEARMAN, CHAIR, RECRUITMENT & HIRING COMMITTEE, SCHOOL OF SOCIAL WORK, UNIVERSITY OF MANITOBA, WINNIPEG, MANITOBA, R3T 2N2. Deadline date for applications — January 15, 1988.



Information Paper

University/Business Relationships in Research and Development

A Guide for Universities and Researchers

This is an information paper developed by the Academic Freedom and Tenure Committee and approved by the CAUT Council. It is intended to give guidance to those involved in university/business relations. It is not intended to be a policy statement in this area.

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Foreword

From the time of their foundation, the universities have been involved in the practicalities of the world but have also been separate from them. This combination of practicality and contemplation explains their durability. However, the balance has never been easy to find or to maintain. On the one hand too close an identification with established power has led in the past and may lead in the future to the forfeiture of independence and the disappearance of creative scholarship. It may also lead to the transformation of universities into trade schools to serve particular interests. On the other hand a withdrawal from the world and an insistence on theorizing alone may well leave the universities with no students and no support. Universities are not monasteries. Each generation has to seek the balance anew because each epoch poses new problems.

Throughout the history of the universities, they have educated individuals to be able to hold positions of responsibility in the practical world. This has involved the professional training of lawyers, doctors, scientists, teachers, clerics, and other professionals. The universities were also the source from whence the national bureaucracies of Europe sought educated persons as administrators both internally and for their empires over-

seas. In the twentieth century, particularly in North America, universities have trained and educated individuals to work in the bureaucracies of the large private corporations, and in the professions which community leaders deemed to have an immediate practical effect such as engineering, agriculture, and forestry. The formation of engineering schools in North America and Britain in the nineteenth and the first part of the twentieth century was an early example. So too was the foundation of the land grant universities in the United States with their emphasis on agriculture and engineering and the formation of the universities in Saskatchewan, Alberta, and Manitoba with their significant commitment to agriculture. The forestry programs in Canadian universities are still another.

In the nineteenth century and to an ever-increasing degree in this century, the universities notably in Britain, the United States and Germany also became centres of research in both fundamental and applied science. It was in some ways a natural progression from training professionals in applied disciplines to undertaking research deemed to be of use to the community. The definitional boundaries between fundamental and applied research have always been somewhat vague, but even so it is clear that there is a continuum from research of the most theoretical to that of the most practical. It is equally clear that the latter cannot exist without the former. This involvement with applied science grew rapidly in the United States and Canada during the Second World War. The current revolution in biology and bio-technology provides examples of striking theoretical advances combined with dramatic practical applications¹.

In recent years governments and business

around the world have sought to intensify this relationship in order to maintain and to make more competitive the highly technological societies that have come into existence particularly since the Second World War. The private sector is interested, in particular, in securing highly educated personnel, the development and application of scientific and technological advances, and cost-effective access to special expertise. Universities are searching for more and better resources and some of their scientists wish to work with those in industry on projects of mutual interest. New techniques and arrangements have been suggested to increase the involvement of universities in projects in this context. These involve the creation of research parks; joint research programs with business or government or both; tax arrangements to encourage businesses to invest in university research; transfer programs whereby faculty and scientific employees in the private sector can interchange jobs for a period of time; retraining arrangements and the like. Properly conceived, such arrangements can enhance the research capacity of the university and make it less dependent on its major source of finances - the government.

However, universities should realize that private sector funding of research and development will not replace governmental financial support either for the universities in general or for their research budgets. Research for The Commission on the Future Development of the University of Ontario, (Bovey Commission 1984)², confirmed this.

The university must balance the need for technological innovation with the need to safeguard itself as a centre for fundamental or basic research since fundamental research is central to the role of the universities. In

Canada and the United States the federal government is by far the most important funding agency for such research. Any weakening of that arrangement will harm everyone.

The university should also have a commitment to ensure that its research capacities are available and are used to protect the community in such areas as environmental sciences and toxicology and for those institutions which seek to balance the power of the state and the private sector or to challenge the status quo such as public interest corporations, labour unions, feminist organizations, and co-operatives. Since the university is committed to the free market in ideas, it must take steps to ensure that such a free market is in fact viable. The best way to do so is to encourage a wide range of competitive or even conflicting research within the universities.

Universities must also ensure that industry and government understand that true scientific invention cannot be commanded and that the greatest advances in science are likely to occur in the freest scientific atmosphere. Moreover universities should not oversell their capacities, nor should they undertake jobs like simple product testing which are better done elsewhere. Governments and the private sector should not forget that universities have other important tasks besides research and development such as teaching and service to the community in general. Finally everyone should realize that unless the universities are properly funded by the federal and provincial governments, they will not be in a position to assist in research and development, or to produce the

See UNIVERSITY/18



Document d'information

Les relations entre les universités et le secteur privé en recherche et développement — Un guide pour les universités et les chercheurs

L'article suivant est un document d'information élaboré par le Comité de la liberté universitaire et de la permanence de l'emploi et approuvé par le Conseil de l'ACPU. Il a pour objectif de conseiller les personnes mêlées aux relations entre les universités et le secteur privé. Il ne s'agit pas d'un énoncé de principes.

1

Avant-Propos

Depuis leur fondation, les universités ont participé à la vie pratique de la société mais en ont également été isolées. Alliant esprit pratique et réflexion, les universités ont ainsi assuré leur durabilité. Il n'a, toutefois, pas toujours été facile de trouver ou de maintenir un équilibre. Par ailleurs, des liens trop étroits avec le pouvoir établi, ont, par le passé, fait perdre le caractère d'indépendance et de création des universités. Cela pourrait se produire encore. Les universités pourraient même se voir transformer en écoles de métier pour servir des intérêts particuliers. D'autre part, en s'isolant et en insistant pour théoriser de leur côté, les universités pourraient se retrouver sans étudiants et sans appui. Ces établissements d'enseignement ne sont pas des monastères. Chaque génération doit chercher un nouvel équilibre car chaque époque pose de nouveaux problèmes.

Tout au long de leur histoire, les universités ont formé des gens pour qu'ils soient aptes à occuper des postes de responsabilité dans la vie active. Elles ont ainsi formé des

avocats, des médecins, des scientifiques, des professeurs, des ecclésiastiques et autres professionnels. C'est dans les universités que les bureaucraties européennes allaient chercher les gens instruits, entre autres les administrateurs, pour leurs affaires intérieures et pour leurs colonies. Au vingtième siècle, notamment en Amérique du Nord, les universités ont formé des gens pour administrer les grandes sociétés, et les professions comme le génie, l'agriculture et la foresterie qui permettent aux dirigeants d'avoir une influence pratique et immédiate dans leur collectivité. La création, au dix-neuvième et à la première moitié du vingtième siècles, d'écoles de génie en Amérique du Nord et en Grande-Bretagne est l'un des premiers exemples. La fondation, aux États-Unis, d'universités construites sur des terres concédées qui mettent l'accent sur l'agriculture et le génie, ainsi qu'en Saskatchewan, en Alberta et au Manitoba, où elles étaient principalement vouées à l'agriculture, en est un autre exemple. Il en va de même des programmes de foresterie des universités canadiennes.

Au dix-neuvième siècle, et encore plus au cours du présent siècle, les universités britanniques, américaines et allemandes notamment sont aussi devenues des centres de recherche appliquée et fondamentale. Elles constituaient, en quelque sorte, une progression naturelle de la formation de spécialistes dans des disciplines appliquées vers la recherche visant à servir la collectivité. Les limites entre la recherche fondamentale et la recherche appliquée sont toujours quelque peu vagues. Il est toutefois évident qu'un

continuum s'établit entre la recherche la plus théorique et celle qui est la plus pratique. Il est tout aussi évident que l'une ne va pas sans l'autre.

Pendant la Seconde Guerre mondiale, cette association avec les sciences appliquées a pris rapidement de l'essor au Canada et aux États-Unis. La révolution actuelle dans le domaine de la biologie et de la bio-technologie offre un exemple de progrès théoriques étonnants alliés à des applications pratiques alarmantes¹.

Depuis quelques années, les gouvernements et le secteur privé du monde entier ont cherché à intensifier cette relation pour conserver, et pour les rendre plus concurrentielles, les sociétés à la fine pointe de la technologie qui sont apparues après la Seconde Guerre mondiale notamment. Le secteur privé est particulièrement intéressé à acquérir du personnel à la formation poussée, à mettre au point et à appliquer les découvertes scientifiques et technologiques ainsi qu'à avoir accès aux spécialisations les plus rentables. Les universités cherchent à augmenter leurs ressources ainsi qu'à les améliorer, et quelques-uns de leurs scientifiques désirent travailler avec leurs homologues dans le secteur industriel sur des projets d'intérêt commun. On a proposé de nouvelles techniques et ententes pour accroître la participation des universités à des projets, notamment la création de parcs de recherches, des programmes mixtes de recherche avec les entreprises ou les gouvernements ou les deux, des arrangements fiscaux pour encourager les entreprises à investir dans la recherche universitaire, des

programmes d'échange permettant à des professeurs et à des scientifiques du secteur privé d'échanger leur emploi pendant un certain temps, des programmes de recyclage, etc. Ces ententes, si elles sont bien conçues, peuvent augmenter la capacité de recherche des universités et les libérer un peu de leur principale source de financement, soit le gouvernement.

Toutefois, les universités doivent se rendre compte que le financement de la recherche et du développement par le secteur privé ne remplacera pas l'appui financier des gouvernements des gouvernements que ce soit pour les universités en général ou pour leur budget de recherche. Les recherches effectuées pour la Commission chargée d'étudier l'avenir des universités de l'Ontario, (Commission Bovey 1984)² viennent confirmer cet énoncé.

Le secteur universitaire doit équilibrer le besoin d'innovation technologique et le besoin de se protéger en tant que centre de recherche fondamentale ou de base puisque celle-ci est indispensable au rôle que joue les universités. Au Canada et aux États-Unis, le gouvernement fédéral est de loin le plus important pourvoyeur de fonds pour la recherche fondamentale. Un relâchement de cette entente nuirait à tout le monde.

L'université doit en outre veiller à ce que ses capacités de recherche sont disponibles et qu'elles servent à protéger la collectivité dans le domaine des sciences de l'environnement et de la toxicologie ainsi que ces institutions qui cherchent à équilibrer le pouvoir

Voir UN GÉNÉRAL/19



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educated personnel needed by Canada. It is not possible simply to finance the equipment in the university; the whole operation must be paid for.

The purpose of this guideline is to suggest practical modalities to faculty associations and their members which would regulate private sector/university research arrangements and at the same time maintain the independence of the universities, their ability to undertake independent research, and their role as a critic of society including criticism of the arrangements discussed in this guideline.

There is, of course, another model which is practised in varying degrees in the Soviet Union, in certain European countries, and to a lesser but growing degree in the United States, namely the transfer of some or all of the research, both theoretical and applied, now undertaken by universities, to research institutes or academies controlled either by government or by private enterprise. The more that this is done, the more the universities become simply the upper tier of the state educational system with their primary if not sole purpose being to teach undergraduates.

Canada has wisely chosen not to follow that path. State monopoly of science has great perils. So, too, would monopoly by the private sector. The universities in Canada retain a leading role in fundamental research, as they do in the United States, but are also important centres of applied research. However, new challenges in these areas require us to rethink our existing arrangements³. It is important that faculty associations negotiate contractual arrangements or university by-laws that simultaneously enhance research capacity both independently and in conjunction with other bodies or groups and protect the rights of academic staff and others involved in such projects.

2

Statement of Principles

2.1 Institutional Strategies

When universities seek contractual or other arrangements with corporations in the private sector for the purposes of research and development, they should ensure that such arrangements genuinely enhance the research, scholarly or teaching capacity of the university, do not infringe the academic freedom of the university community, and are ethically defensible. The following are institutional strategies to foster co-operative university/private sector research which are being developed in various Canadian universities.

2.1.1

Contracts for Research

The traditional form of university/private sector arrangements has taken the form of a contract to undertake a particular research project. This may involve particular faculty, research groups or departments within the university. It is distinguished from consulting where the arrangements are normally made between the faculty member and the private corporation directly subject to university guidelines (see below section 2.6.2). In order to facilitate the research, preserve the rights of all parties, and maintain academic freedom, it is essential that contracts negotiated by or in the name of the university be carefully worded (see below 2.3.1) for details).

2.1.2

University Chairs

The private sector in Canada has also sup-

ported research by the foundation of chairs in particular departments or faculties. These foundations are especially welcome since they tend to be relatively permanent. They are useful to the donor because he or she can pick the subject area. They are well received by the university because the incumbents are part of the regular faculty and are judged according to normal evaluation procedures. It is important, however, that the terms of such agreements make it clear that the university alone decides who to appoint to these chairs, what is taught and how, and the method of evaluation. Vagueness on these matters is apt to lead to confrontation at some point between the university and the donor and to problems for the academic staff member involved. There are also chairs with limited terms for funding. Such appointments should be consistent with the CAUT Policy on Limited Term Appointments⁴.

2.1.3

Research Parks

Where major research universities have sufficient land, some have created research parks where both private and public research corporations could locate, including spin-off companies created by academic staff members. This type of arrangement can enhance the research capacity of the university provided that effective co-operative structures are put in place and used. Normally universities should lease rather than sell such land so as to preserve the university's inheritance for the future. There should be precise public arrangements governing the operations of such parks, whose operations should be the subject of periodical reports to the board of governors and to the senate of the university. In particular any element of subsidy for a particular firm should be public knowledge. In general research parks should be free standing entities not tied administratively or financially to the university. The educational budget of the university should not be encumbered by possible cash flow problems in the research park. There should be policies to encourage the staff of such research corporations to assist in the educational and research programs of the university and vice-versa. Without administrative commitment and effective liaison policies, such research institutions, even though on the campus, can, in fact, be as isolated as though they were in another city. There should also be clear written personnel policies governing the interchange of staff. CAUT has long favoured the installation of new federal or provincial government research laboratories on university campuses along such lines although this can only work if the government has a reasonably long-term and coherent policy to guide the particular laboratory. The same should apply to private research and development corporations. Universities should, however, realize that research parks are a long-term investment and are not guaranteed to be successful. Imaginative and firm administration is essential.

2.1.4

Staff Interchange and Retraining

Universities have arrangements whereby university departments and public or private corporations can interchange staff for a period of time. Such arrangements are encouraged by the Natural Sciences and Engineering Research Council. CAUT has supported the creation and funding of this program by the federal government. These programs seem likely to develop further. University administrations should negotiate in advance with faculty associations the precise terms and conditions of employment for the academic staff members concerned. In particular, the individual staff member should not lose any pension rights or other economic benefits, nor should his or her position in the university be jeopardized in any way. The agreement should make clear the criteria by which the faculty member's work in the private sector will be evaluated for the purposes of promotion, etc. in the university. The faculty associations should also ensure that the persons temporarily entering the employ of the university through such arrangements have precise and reasonable terms and conditions of employment, unless they are simply being directly paid their regular salary by their corporate body. (See also 2.4.1)

Universities have also traditionally assisted the private sector and the professions by the provision of retraining programs. These are likely to become more in demand as the pace of technological change accelerates. Universities should help in this process but should at the same time maintain the academic integrity of the programs offered.

2.1.5

Consortia

Universities have joint research projects with other universities and the private sector in the form of consortia, and may wish to develop these further, particularly where the research involves a heavy investment in equipment and infrastructure. Several examples already exist in Canada, such as the TRI-UMF project in physics at the University of British Columbia. One of the most famous in the United States is the Research Triangle involving Duke University, the University of North Carolina (Chapel Hill), and the State University at Raleigh. Other consortia such as the Canadian Institute for Advanced Research do not have their own fixed laboratories but rely on subsidizing individuals or research teams in various universities. In the social sciences, academics have frequently created centres or research institutes to secure the benefits of inter-disciplinary work. The universities involved in consortia should negotiate with the respective faculty associations the precise terms and conditions of employment of those academic staff members involved. Such research projects should not be treated as a form of contracting out which would have the effect of removing academic staff members from the protections of their contract or collective agreement.

2.2

Public Knowledge, Ethical Guidelines, and Academic Freedom

2.2.1

Public Knowledge

The essential elements of all contracts signed by the university administration with the private sector for research and development should be public. This should include the subject matter, titles, dates, money involved, principal investigators and the outside contractor. The university policy and the contracts signed under it should be reviewed annually by a committee of the senate or senior academic body to ensure that the policy and the agreements are consistent with the academic values of the university.

2.2.2

Ethical Guidelines

Research contracts signed by the university and research undertaken by academic staff members for private corporations should be consistent with the ethical policies of the university (which should be negotiated with the faculty association), the CAUT Policy Statement on Professional Ethics and Professional Relationships⁵, and the guidelines of the federal research agencies in relation to research on human subjects, biohazards and animal care. All university research should be non-sexist. Co-operative research structures with the private sector should not be a device to escape obligations in these areas. Furthermore, researchers have a responsibility to be aware of the potential uses to which such applied research arising from university/business contracts might be put.

2.2.3

Academic Freedom

No articles should be included in a university/private sector contract which violate the academic freedom of members of the university community.

2.3

Contractual Protections

The university administration should ensure that all contracts between it, as a corporate body, and the private sector both encourage research and development and provide the necessary safeguards for itself as a non-profit corporation. The following con-

tractual matters should be considered by the university in any arrangement for corporate funding of academic research.

2.3.1

The Need for a Detailed Contract

Universities should ensure that any projects sponsored by the university administration with the private sector are covered by reasonably detailed contracts. Universities should avoid unnecessary red tape, but failure to be precise can lead to difficulties in the carrying out of the contractual arrangements. Donald Fowler has suggested the following check list:

- ☐ the scope of the research project;
- ☐ nature and extent of the sponsor's commitment to the project;
- ☐ nature and extent of the university's undertaking pursuant to the agreement;
- ☐ control over the conduct of the funded research program;
- ☐ exclusive right of the industrial sponsor to fund research in the area involved in the agreement (see below);
- ☐ the extent and terms of actual technical or scientific collaboration by the industry participants;
- ☐ reporting requirements;
- ☐ funding;
- ☐ competing interests in the use of research results;
- ☐ receipt of proprietary information from industrial sponsor (see below);
- ☐ patent rights;
- ☐ the licensing of 'know-how';
- ☐ indemnification and hold harmless agreements;
- ☐ use of the university's name;
- ☐ potential conflicts of interest on the part of the university researchers (see below 2.5.1)⁶.

Faculty associations should ensure that the university has an acceptable standard research contract to which additional items can be added as needed.

2.3.2

Hold Harmless Agreements

When the university signs licensing agreements with the private sector, it should include clauses holding the university harmless in case of legal action against the manufacturer or marketer.

2.3.3

Contract Resolution Mechanism

Contracts between the university administration and the private sector should include a contract resolution mechanism to deal with potential disputes between the two parties. Arbitration is frequently used. In this circumstance it is usually advisable to agree on a panel of arbitrators in advance rather than to try to do so in the midst of a dispute. Some legal counsel prefer, in this context, to secure remedies through the courts. Whatever the preferred route, the university should make a conscious decision on this matter.

2.4

Institutional Control and Secrecy

2.4.1

Control by the Institution and by the Academic Staff

The academic staff of the university should control the direction of the research and the reporting of the results (see below, clauses 2.4.2, secrecy and 2.6.1), patents). The administration should retain ultimate institutional control of the administrative arrangements.

It is particularly important that the academic staff and the university departments retain control of the appointment process. Research contracts should not lead to researchers outside the university becoming de facto or de jure academic staff of the university without the same vetting as any other academic appointment.

Nor should such arrangements allow those outside the university to usurp the rights of the faculty in the hiring process. It is reasonable to consult widely both inside and outside the university among those professionally qualified to judge in regard to possible candidates, but the final say on faculty appointments must remain with the faculty.



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ou à contester le statu quo, entre autres les sociétés d'intérêt public, les syndicats de travailleurs et les organismes féministes. Puisque, dans les idées, l'université est en faveur d'une économie de marché, elle doit donc s'assurer de la viabilité d'un tel marché. Pour y arriver, il faut encourager, au sein des universités, une variété de recherches concurrentielles, voir opposées.

Les universités doivent également s'assurer que le secteur industriel et les gouvernements comprennent qu'il est impossible de commander des inventions scientifiques véritables et que les plus grands progrès scientifiques risquent de se produire dans un environnement le plus libre possible. De plus, les universités ne doivent pas vanter à l'excès leur capacité de recherche ni entreprendre des travaux qui pourraient s'effectuer mieux ailleurs, comme le simple fait de mettre à l'essai des produits. En outre, il ne faut pas que les gouvernements et le secteur privé croient que les universités ont d'autres responsabilités importantes outre la recherche et le développement, notamment l'enseignement et les services à la collectivité en général. Enfin, chacun doit se rendre compte que les universités ne pourront contribuer à la recherche et au développement ou former le personnel instruit dont le Canada a besoin à moins que les gouvernements fédéral et provinciaux les financent suffisamment. Il n'est pas possible de financer uniquement l'équipement des universités. Ces dernières ont besoin d'un financement d'ensemble.

Le présent énoncé de principes vise à proposer aux associations de professeurs et à leurs membres des modalités pratiques qui réglementent les ententes en matière de recherche entre le secteur privé et les universités et qui maintiendraient, par le fait même, l'indépendance des universités et leur habileté à effectuer des recherches indépendantes. De plus, cela les inciterait à agir à titre de critiques de la société et à faire connaître leur position face aux ententes discutées dans les pages suivantes.

Il existe, bien entendu, un autre modèle pratiqué à divers degrés en Union Soviétique, dans certains pays européens et, à un moindre degré mais de plus en plus souvent, aux États-Unis. Il s'agit du transfert en tout ou en partie de la recherche théorique et appliquée, qu'effectuent présentement les universités, aux instituts ou aux académies de recherche administrés par le gouvernement ou par l'entreprise privée. Plus cette tendance s'accroît, plus les universités deviendront la seconde galerie d'un système d'éducation contrôlé par l'état dont le rôle principal, et peut-être le seul, sera d'enseigner à des étudiants de leur cycle.

Le Canada a judicieusement choisi de ne pas suivre cette voie. Le monopole des sciences par l'état comporte de grands risques. Il en va de même du monopole exercé par le secteur privé. Les universités canadiennes conservent un rôle de chef de file dans le domaine de la recherche fondamentale, à l'instar de celles des États-Unis, mais elles constituent aussi des centres importants de recherche appliquée. Toutefois, à cause des nouveaux défis qui se posent dans ces secteurs, il nous faut révéler les ententes actuelles. Il importe que les associations de professeurs négocient de manière indépendante ou de concert avec d'autres organismes ou groupes, des ententes contractuelles ou des statuts universitaires qui amélioreraient la capacité de recherche et qui, en même temps, protégeraient les droits des universitaires et autres participants à ces projets.

2

Énoncé de principes

2.1

Stratégies de l'université

Lorsque les universités cherchent à ratifier des contrats ou à conclure des ententes avec les sociétés du secteur privé en matière de recherche et de développement, elles doivent s'assurer que ces ententes mettent véritablement en valeur la recherche, le caractère érudite ou pédagogique de l'université, qu'elles ne violent pas la liberté du milieu universitaire et qu'elles soient justifiables du point de vue éthique. Les points suivants constituent des stratégies pour encourager la collaboration entre le secteur privé et les universités en matière de recherche, que diverses universités canadiennes mettent présentement au point.

2.1.1

Contrats de recherche

L'entente traditionnelle entre le secteur privé et une université consiste en un contrat pouvant engager une faculté précise, des groupes de recherche ou des départements au sein d'une université pour effectuer un projet de recherche donné. Il faut d'abord que cette stratégie des services de consultation offre que les ententes sont généralement conclues entre le professeur et la compagnie. Elles sont directement régies par les lignes directrices de l'université (voir section 2.6.2). Pour faciliter la recherche, protéger les droits de toutes les parties et conserver la liberté universitaire, il est essentiel de rédiger avec soin les contrats négociés par ou au nom de l'université (voir 2.3.1) pour plus de détails.

2.1.2

Chaires universitaires

Au Canada, le secteur privé a aussi soutenu la recherche en créant des chaires dans des départements ou des facultés données. Ces initiatives sont particulièrement bien accueillies puisqu'elles sont relativement permanentes. Le donateur en tire profit parce qu'il peut choisir la discipline d'enseignement. L'université est satisfaite de ces dons parce que les titulaires des chaires font partie du corps professoral régulier et qu'ils sont évalués selon les procédures normales d'évaluation. Il importe, toutefois, que les conditions de l'entente précisent que l'université est la seule habilitée à choisir les titulaires, la matière à enseigner ainsi que les méthodes d'enseignement et d'évaluation. Si les conditions sont vagues, le donateur et l'université peuvent en arriver à s'opposer à un moment donné, ce qui peut poser des problèmes aux professeurs visés. Il existe également des chaires financées par des particuliers limitées. Ces postes doivent être conformes à l'énoncé de principes de l'ACPU sur les nominations à durée limitée.

2.1.3

Parcs de recherches

Parmi les universités effectuant des recherches importantes et possédant suffisamment de terrains, certaines ont créé des parcs de recherches ou peuvent s'installer des compagnies publiques et privées, y compris celles fondées par des universitaires. Ce genre d'entente peut relever la capacité de recherche de l'université à condition de mettre en place et d'utiliser des structures de coopération efficaces. En règle générale, les universités devraient louer et non vendre leurs terrains à l'intention de leurs besoins futurs. L'exploitation de ces parcs devrait être régie par des accords publics précis. Des rapports devraient être remis périodiquement au sénat et au conseil d'administration de l'université. Il faut rendre publiques les subventions versées à une entreprise particulière. De façon générale, les parcs de recherches devraient être autonomes et ne devraient pas être liés administrativement ou financièrement à l'université. Le budget de l'université consacré à l'enseignement ne doit pas être grevé par des problèmes financiers possibles du parc de recherche. Il est nécessaire d'élaborer des lignes directrices qui encouragent le personnel de ces organismes de recherche à offrir leur concours aux programmes de recherche et d'enseignement de l'université et vice versa. Sans engagement de la part de l'administration et sans mesures de liaison efficaces, ces instituts de recherche, bien qu'ils soient situés sur les terrains de l'université, peuvent se sentir aussi isolés que

s'ils étaient dans une autre ville. Il importe, en outre, de disposer de directives écrites précises touchant le personnel et régissant l'échange de personnel. Depuis longtemps, l'ACPU est en faveur de l'installation de nouveaux laboratoires de recherche fédéraux ou provinciaux dans les universités bien que cela ne soit possible seulement si le gouvernement dispose d'une politique à long terme raisonnable et cohérente pour guider le laboratoire visé. Il devrait en être de même pour les entreprises privées de recherche et de développement. Il faut toutefois que les universités se rendent compte que ces parcs de recherche constituent un investissement à long terme et que leur réussite n'est pas garantie. Une administration ferme et innovatrice est essentielle.

2.1.4

Echanges et recyclage

Les universités concluent des ententes avec des compagnies publiques ou privées permettant des échanges de personnel pendant un certain temps. Le Conseil de recherches en sciences naturelles et en génie encourageant de telles ententes. L'ACPU appuie la création et le financement de ce genre de programmes par le gouvernement fédéral. Il semble que ces programmes soient capables à se propager. L'administration des universités doit négocier à l'avance les conditions d'emploi des universitaires touchés. Ceux-ci ne doivent pas perdre, notamment, leurs droits à la pension ou autres avantages sociaux. Il ne faut pas non plus que leur poste à l'université ne soit menacé de quelque façon que ce soit. L'entente doit préciser les critères d'évaluation du travail du professeur dans le secteur privé aux fins d'une promotion, etc., à l'université. L'association de professeurs doit également s'assurer que les personnes occupant temporairement un poste à l'université jouissent de conditions d'emploi raisonnables, à moins que leur employeur ne leur verse directement leur traitement régulier. (Voir également 2.4.1)

Par tradition, les universités aident également le secteur privé et les professions en cause en dispensant des programmes de recyclage. Ces derniers risquent d'être davantage en demande à mesure que s'accroîtront les progrès technologiques. Les universités devraient offrir leur concours à cet égard tout en maintenant l'intégrité des programmes dispensés.

2.1.5

Projets mixtes

Les universités entreprennent des projets de recherche de concert avec d'autres universités et le secteur privé en se regroupant en consortium. Peut-être désireront-elles poursuivre plus avant ces initiatives, en particulier lorsque la recherche nécessite un investissement considérable en équipement et en infrastructure. Il existe déjà au Canada plusieurs exemples de cette collaboration, notamment le projet TRIUMF en physique à l'Université de la Colombie-Britannique. Aux États-Unis, l'exemple le plus célèbre est le "Research Triangle" auquel participent l'Université Duke, l'Université de Caroline du Nord (Chapel Hill) et l'Université d'État à Raleigh. Il existe d'autres consortiums, comme l'Institut canadien des recherches avancées, qui n'ont pas de laboratoires propres. Ils subventionnent des chercheurs ou des équipes de chercheurs dans diverses universités. Dans le domaine des sciences sociales, les universitaires créent souvent des centres ou des instituts de recherches pour tirer profit de travaux inter-disciplinaires. Les universités réunies en consortium doivent négocier avec leurs associations de professeurs respectives les conditions d'emploi des universitaires touchés. Il ne faut pas considérer ces projets comme des contrats dont les conséquences seraient d'enlever aux universitaires la protection de leur contrat ou de leur convention collective.

2.2

Annonce publique, directives sur l'éthique et liberté universitaire

2.2.1

Annonce publique

Les éléments essentiels de tous les contrats signés entre l'administration de l'université

et le secteur privé au titre de la recherche et du développement doivent être rendus publics. Ils doivent indiquer la discipline, les titres, les dates, les fonds consentis, les chercheurs principaux et les entrepreneurs extérieurs. Un comité du sénat ou des instances supérieures de l'université doit réviser chaque année la politique de l'université et les contrats ratifiés en vertu de cette politique pour s'assurer qu'ils sont conformes aux valeurs pédagogiques de l'université.

2.2.2

Directives sur l'éthique

Les contrats de recherche ratifiés par l'université et les recherches entreprises par les universitaires pour des sociétés privées doivent se conformer aux règles d'éthique de l'université, lesquelles doivent être négociées avec l'Association de professeurs, à l'énoncé de principes de l'ACPU sur l'éthique professionnelle et les relations professionnelles et aux lignes directrices des organismes de recherches fédéraux ayant rapport à la recherche sur les sujets humains, les dangers biologiques et le soin des animaux. Toutes les recherches universitaires doivent être non sexistes. Les structures de la recherche coopérative avec le secteur privé ne doivent pas servir à contourner les obligations inhérentes à ces secteurs. De plus, il revient aux chercheurs de savoir quels usages ils peuvent faire de la recherche appliquée découlant de contrats entre les universités et le secteur privé.

2.2.3

Liberté universitaire

Le contrat entre l'université et le secteur privé ne doit contenir aucun article qui violerait la liberté des universitaires.

2.3

Protections contractuelles

L'administration de l'université, en tant que personne morale, doit s'assurer que tous les contrats signés avec le secteur privé encouragent la recherche et le développement et lui procurent les garanties nécessaires à titre d'organisme sans but lucratif. L'université doit tenir compte des questions contractuelles suivantes lorsqu'elle conclut une entente avec le secteur privé pour le financement de la recherche universitaire.

2.3.1

Besoin d'un contrat détaillé

Les universités doivent s'assurer que les projets parrainés par l'administration et le secteur privé sont protégés par des contrats suffisamment détaillés. Les universités doivent éviter le jargon inutile. Toutefois, le manque de précision peut nuire à l'exécution des accords contractuels. Donald Fowler conseille de tenir compte des points suivants dans la rédaction:

- ☐ la portée du projet de recherche
 - ☐ la nature et l'étendue de l'engagement du commanditaire du projet
 - ☐ la nature et l'étendue de l'engagement de l'université conformément à l'entente
 - ☐ la direction du programme de recherche financière
 - ☐ le droit exclusif de l'industrie de financer la recherche dans le domaine visé par l'entente (voir plus loin)
 - ☐ l'étendue et les conditions de l'apport technique ou scientifique des participants du secteur industriel
 - ☐ l'obligation pour le chercheur de faire rapport régulièrement de ses travaux
 - ☐ le financement
 - ☐ les intérêts rivaux dans l'utilisation des résultats de la recherche
 - ☐ l'obtention des renseignements secrets du partenaire industriel (voir plus loin)
 - ☐ les droits de brevets
 - ☐ l'autorisation d'utiliser des spécialistes
 - ☐ des ententes d'indemnisation et de sauvegarde
 - ☐ l'utilisation du nom de l'université
 - ☐ les conflits d'intérêts possibles de la part des chercheurs de l'université (voir 2.3.1.1).
- Les associations de professeurs doivent s'assurer que l'université dispose d'un contrat de recherche standard et acceptable auquel peuvent s'ajouter des points supplémentaires au besoin.

Voir UN GUIDE 21



University/ Business Relations

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2.4.2

Secrecy in Research 2.4.2.1

The private sector sponsor of university research may want the university to include secrecy provisions in the contract. This is not surprising since the private corporation is interested in maximizing its own profits. Nevertheless the university should refuse general provisions of this nature while permitting certain specific arrangements noted below.

Public research vetted by peers is the lifeblood of the university. It is a vital and integral part of the work of the university that research be subject to peer review both formal and informal. So too is publication of research results. University research policy should, therefore, only accept secrecy for the period of the application for a patent which is usually brief.

Apart from delays to permit patent applications, the university should not accept a limitation of more than two years on the publication of research results. Normally six months should suffice. This is the norm in bio-medical contracts in the United States. Any such restrictions should be clearly specified in the contract. Such limitations on secrecy will help to show that, for tax purposes, the university research enterprise continues to be a public non-profit organization.

In the area of publication, the industrial sponsor should not have any control or editorial leeway in regard to textual matters, analysis of scientific results, or statements of conclusions. This would be a violation of academic freedom but could also be a backdoor method of enforcing secrecy. However, it is reasonable to require that articles based on the sponsor's research be submitted to the sponsor for a fixed and limited period of time (one month for example), solely so that the sponsor can decide whether or not there are results for which it wishes to secure a patent or whether the article reveals the sponsor's proprietary trade secrets (see below).

Industry should realize that the reputation of the university in research, which attracted industry in the first place, was created by the free publication of research results. Furthermore secrecy provisions in the university are generally difficult to administer given the decentralized nature of much of the university's operations, and the large number of individuals likely to be involved one way or another.

In 1987 the United States Treasury Department issued proposals regarding the tax status of various university enterprises. It stated, "In addition, we believe that specific requirements of public dissemination of research results are required to insure that the public benefits from the tax exemption provided for certain commercial research (undertaken by universities)".¹⁰

2.4.2.2

There is an analogous but nevertheless different problem which arises concerning access to the private sponsor's confidential and proprietary information. Sometimes this is information that is essential for the undertaking of the research project. The university should be willing to provide such guarantees of trade secrecy in this regard but should specifically exclude the following:

- Information that, at the time of the disclosure or at a later date, is placed in the public domain through the issuance of a patent or copyright.
- Information that can be shown to have been independently developed by the university or another body without access to the company's information.
- Data lawfully received from a third party.
- Information disclosed in response to a court order.

The contract should also specify a time after which the institution should no longer be obligated to keep the information confidential.

This could be between one and five years.

2.4.3

Private sector sponsors may also wish to restrict academic researchers from engaging in essentially the same research for other sponsors at the same time. This is done in order to ensure that patent applications are not legally contaminated. Such provisions should be accepted only in regard to very specific research projects. If wording like this is added to general research contracts, it would give the sponsor enormous power over the department or faculty.¹¹

All secrecy clauses in contracts should be reviewed by the research committee recommended in 2.3.1 above or by the senior administration. Administrative decisions should be grievable and arbitrable.

2.4.3

Secret Research for Military Purposes

Private corporations sometimes undertake secret research involving defence or security for governments. The university should not accept such secret government research even when filtered through a private corporation since it is the antithesis of the openness that is necessary for the proper functioning of research in the university context. However, universities may, if they wish, contract with the military authorities or private sub-contractors in regard to defence research that is not secret in which case provisions of section 2.2.3, and 2.4.1 and 2.4.2 of this section would apply. Individual members of the academic staff may engage in secret military research on their own time and outside of the university premises but they should not expect such work to be subsidized by the university or to be part of the assessment process in the university since such research, by its very nature, cannot be effectively assessed by the university.

2.5

Speculative Ventures, Marketing and Subsidies

2.5.1

Speculative Ventures

The university should not use its own funds to finance speculative proprietary ventures in the area of research and development. It may hold the funds of others to do this, or it may receive funds from government or private sources earmarked for this. It may use its royalties from licensing arrangements (although not those of the researcher without written consent). But there should be no co-mingling of these funds with its own. The university has a trustee responsibility in the management of its own funds which it should not compromise.

2.5.2

Marketing

Universities should not normally attempt to market the inventions of members of their staff, or to have significant interest in or control of private companies that so exploit such inventions. They should instead license such inventions to one or more companies and then they should want to create research offices to provide commercialization services for their faculty and staff. If the university attempts directly or indirectly to be a major entrepreneur, it then risks its scientific independence because it will be committed, for other than scientific reasons, to a particular product or products. It is also likely that competitive corporations will not be pleased by university competition which may, in turn, have political, economic or tax consequences. Nor do university administrations normally have the skills to involve themselves in competitive marketing. Faculty associations should insist that any such marketing policies be discussed in advance with them, the senate or senior academic body, and the board of governors. The details of the policy should be public knowledge.

However, there may be circumstances when the university wishes to sell directly certain products or services created by its staff such as computer programs, audio-visual material and the like. In such circumstances the university should consider the creation of a special arm of the university to do this

and to be accountable for the success or otherwise of the operation. Such a structure can also be more readily held responsible for ensuring that the copyright and patent policies, negotiated with the faculty association, are, in fact, adhered to. If this path is not followed, the university administration has a responsibility to ensure that any activities that it undertakes are consistent with its obligations to faculty and to students and do not violate CAUT guidelines.

There is considerable debate over whether universities should give exclusive licenses to one company for products developed by the university. In practice, however, it is difficult to see how in many cases product development can take place without an exclusive license. Where an exclusive license is granted, the university should insist on a fixed period (the time necessary to exploit), and a requirement of due diligence in development, to ensure that if the company does not act within a period of time, the license reverts to the university.

The university should not endorse particular products that are being sold to the general public even if it grants a license. Any licensing contract with a private corporation should have clear guidelines prohibiting the use of the university's name in any advertising arrangements, although the license holder will have to be able to explain to potential purchasers, particularly other corporate purchasers, the provenance of the particular discovery.

2.5.3

Subsidies

Normally the university should not subsidize the private sector in co-operative research projects. If subsidies are warranted, governments should provide them specifically.¹² Nor should universities enter into such agreements simply because a particular firm wants to use graduate students or postdoctoral fellows as cheap labour.

2.6

Contractual Arrangements to Assist Research by the Academic Staff

Universities should have policies which assist individual members of the academic staff to conduct research and to participate in projects with the private sector. These should include policies in regard to patents, copyright and consulting. Faculty members should be rewarded for their inventions and ideas, and should not have their intellectual property rights removed from them. Creators rather than bureaucrats should be encouraged. Failure to create such policies is likely to cause confusion and resentment over ad hoc decisions, and to produce panic when something goes wrong, followed by the quick adoption of ill-considered policies to deal with the crisis at hand and to placate the critics. It is important to include in every area an effective, simple, and just dispute resolution mechanism to deal with disputes between the academic staff member and the university administration. Normally this should involve the stating of a grievance, a stage of informal dispute resolution, and a final stage of binding arbitration by a single independent arbitrator (one rather than three facilitates a speedy resolution). Universities should resist the temptation to create more elaborate and time-consuming structures.

2.6.1

Patent and Copyright Policies

Universities should negotiate with the local faculty association a university patent and copyright policy designed to encourage creators and inventors. At a minimum, this should be consistent with the CAUT guidelines on patent and copyright policy which vests patents and copyright in the creator but recognizes that there may be a division of the profits between the creator and the university in instances where the university has put up special funds for the project over and above its normal overheads. If universities try to seize the patents or the copyrights of the academic staff, they will simply ensure that creative work takes place elsewhere.

Patenting does not restrict access to the scientific ideas involved in an invention since ideas cannot be patented. It, in fact, ensures their publication, but requires a financial return if the particular process or artefact is to be used.

The academic staff member involved in joint research work with the private sector, particularly where the private sector contributes the bulk of the financing, may be required to cede patent rights to the private company. University administrations should try to avoid this. However, university policy may nevertheless have to recognize such eventualities but should ensure, in this circumstance, that the researcher gets a reasonable royalty from the corporation. Both the university administrations and the faculty associations have a duty to negotiate policies in this area which provide a norm for all staff members. University contracts with private or public corporations which violate these norms should be refused.

In writing contracts every effort should be made to exempt non-proprietary components of projects from non-disclosure agreements.

University researchers should be able to submit patents in the same manner as research papers for evaluation for promotion etc. in the university. This is already recognized by NSERC.

Academic staff should be aware that the protection of their rights in computer programs is normally secured through the copyright provisions of their contract or collective agreement. These should, as a minimum, accord with the principles of the CAUT policy in this area.

One purpose of the university research office (clause 2.6.3 below) should be to assist academic staff who wish to patent their inventions.

2.6.2 Consulting Policies

University administrations should negotiate with the local faculty association a university policy on consulting which, at a minimum, is consistent with the guideline of CAUT in this area. This policy recognizes that it is in the interest of the university to ensure that academic staff who so wish can undertake productive consulting. This guideline also indicates that it is the right of the university to insist that such consulting does not interfere with the primary commitment of the staff member to the work of the university. It does not give the right to control the economic return although academic staff members should be free to enter into co-operative pooling arrangements to use this income for research purposes. The CAUT policy deals in addition with the use of university premises and materials in consulting arrangements.

2.6.3

Research Offices

Most universities with major research programs have created research offices to offer advice and assistance on commercialization, patents, and the like. These can be very useful to university researchers. Smaller universities could, if they so wished, create consortia for the same purpose. The major purpose of the research office is to help in securing funding for research, and to assist researchers in the development of their inventions.¹³

The university research office should also provide legal advice for academic staff members in this area. The following cautionary tale tells why:

Certain small east coast pharmaceutical companies have approached physician researchers at large medical schools requesting their participation as a consultant for a fee - usually small, but including annual business meetings in exotic locations. Dazzled by the request, the physician signs on as a consultant only to discover that he has signed an exclusive consulting contract and cannot participate in a subsequent major industry-university agreement.¹⁴

The university research office can usefully assist in bringing together scientists from the university, the private sector and the government, by encouraging research seminars, staff exchanges, outreach programs



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2.3.2

Ententes de sauvegarde

Lorsque l'université ratifie des ententes d'autorisation avec le secteur privé, elle doit y inclure des clauses de sauvegarde dans le cas de poursuites judiciaires contre le fabricant ou le responsable de la mise en marché.

2.3.3

Stratégie de règlement de différends

Les contrats conclus entre l'administration de l'université et le secteur privé doivent comprendre une stratégie de règlement des différends qui pourrait survenir entre les deux parties. Dans ce cas précis, on a souvent recours à l'arbitrage. Il est donc conseillé de s'entendre au préalable sur une équipe d'arbitres plutôt que de tenter d'en former une en plein litige. Certains avocats, à cet égard, préfèrent régler le différend devant les tribunaux. Peu importe la voie choisie, l'université doit prendre une décision lucide à cet effet.

2.4

Contrôle par l'université, et confidentialité

2.4.1

Contrôle par l'université et par les universitaires

Le personnel universitaire doit pouvoir diriger la recherche et la diffusion des résultats (voir les clauses 2.4.2 sur la confidentialité et 2.6.1 sur les brevets). L'administration de l'université doit avoir la maîtrise ultime des accords administratifs.

Il est particulièrement important que les universitaires et les départements d'universités conservent le contrôle du processus de nomination. Les contrats de recherche ne devraient pas permettre à des chercheurs travaillant à l'extérieur de l'université de devenir, en fait ou en droit, des employés de l'université dont la nomination n'a pas fait l'objet de l'examen minutieux exigé normalement en pareil cas.

De telles ententes ne devraient pas non plus permettre aux personnes travaillant à l'extérieur de l'université d'usurper les droits du corps professoral en ce qui a trait à la procédure d'engagement. Il est justifié de procéder à des consultations étendues, tant à l'intérieur qu'à l'extérieur de l'université, auprès des personnes professionnellement qualifiées pour juger les aptitudes de candidats éventuels, mais c'est au corps professoral que doit revenir le dernier mot relativement aux nominations de professeurs.

2.4.2

Confidentialité de la recherche

2.4.2.1

L'entreprise qui commande la recherche à l'université peut vouloir faire inclure par celle-ci dans le contrat des dispositions sur la confidentialité. Cela est normal puisque l'entreprise cherche à maximiser ses profits. L'université, néanmoins, doit refuser des dispositions de ce genre tout en permettant certains arrangements comme ceux mentionnés ci-dessus.

L'évaluation de la recherche publique par les collègues est un aspect vital de l'université et il est essentiel qu'elle fasse l'objet d'un examen tant officiel qu'officieux de même que la publication des résultats de la recherche. L'université, en matière de recherche, ne doit donc accepter la confidentialité que pendant la durée de la demande de brevet qui est généralement courte.

Outre les délais autorisant la demande de brevet, l'université ne doit pas accepter, pour la publication des résultats, une limite supérieure à deux ans. D'ordinaire, un délai de six mois suffit, comme le veut la norme aux États-Unis, dans le cas des contrats en bio-médecine. Il faut préciser dans le con-

trat les restrictions de ce genre. En limitant le délai de confidentialité, l'université, en tant qu'entreprise de recherche, continue d'être une activité publique à but non lucratif aux fins de l'impôt.

En ce qui concerne la publication des résultats, l'entreprise ne doit jouir d'aucun contrôle ou d'aucune liberté quant à la rédaction, l'analyse scientifique ou les déclarations énoncées dans la conclusion. En ayant ce droit, l'entreprise violerait la liberté universitaire, ce qui constituerait, en même temps, un moyen détourné d'imposer la confidentialité. Cependant, il est raisonnable que l'entreprise exige que les articles fondés sur ses recherches lui soient remis pendant une période déterminée, un mois par exemple, pour qu'elle puisse déterminer s'ils contiennent des résultats pour lesquels elle aimerait obtenir un brevet ou s'ils révèlent ses secrets de fabrication (voir plus loin).

L'industrie doit se rendre compte que l'université, en matière de recherche, laquelle attire l'industrie tout d'abord, a établi sa réputation en publiant en toute liberté les résultats de ses études. En outre, les dispositions sur la confidentialité sont généralement difficiles à administrer parce qu'une bonne partie des activités de l'université sont décentralisées et qu'un grand nombre de personnes y participent d'une façon ou d'une autre.

En 1987, le département du Trésor des États-Unis a rendu publiques des propositions concernant le statut fiscal de diverses entreprises universitaires. Il y déclarait: "De plus, nous croyons qu'il faut imposer des exigences précises relatives à la diffusion publique des résultats de la recherche afin de s'assurer que le grand public tire profit de l'exonération d'impôt accordée pour certains types de recherche commerciale (entreprise par les universités)".

2.4.2.2

Un problème analogue mais néanmoins différent se pose quant à l'accès aux renseignements confidentiels de l'entreprise. Parfois, ces renseignements sont essentiels à la conduite de la recherche. L'université doit être en mesure de garantir la confidentialité des secrets de fabrication mais doit exclure les points suivants en particulier:

- des renseignements qui, au moment de la divulgation ou plus tard, sont révélés au public par la délivrance d'un brevet ou l'octroi de droits d'auteur.
- des renseignements dont on peut prouver que l'université ou un autre organisme les a élaborés de façon indépendante sans avoir accès aux renseignements de la compagnie.
- les données reçues illégalement d'une tierce partie.

□ des renseignements divulgués à la suite d'une ordonnance du tribunal.

Le contrat doit également stipuler une période d'attente après laquelle l'université n'est plus tenue de respecter la confidentialité des renseignements. Cette période pourrait varier entre un et cinq ans.

2.4.2.3

Il se peut, également, que les compagnies souhaitent empêcher les chercheurs universitaires d'effectuer les mêmes recherches pour d'autres compagnies au même moment. Cette mesure vise à éviter que des demandes de brevet soient violées au point de vue légal. De telles dispositions sont acceptées seulement dans le cas de recherches bien spécifiques. Si elles sont ajoutées aux contrats généraux de recherches, la compagnie bénéficierait ainsi d'énormes pouvoirs sur le département ou la faculté.

Le comité de recherches recommandé au point 2.3.1 ou les instances supérieures de l'université doivent revoir toutes les clauses de confidentialité des contrats. Il doit être possible de loger un grief contre les décisions de l'administration et d'avoir recours à l'arbitrage.

2.4.3

Recherche confidentielle à des fins militaires

Il arrive que les sociétés privées effectuent des recherches confidentielles pour les gouvernements dans les domaines de la défense ou de la sécurité. L'université ne doit pas accepter ce genre de recherches, même si elle peut être les mains d'une compagnie, car elle est à l'opposé de ce dont le bon fonctionnement de la recherche universitaire a besoin, soit la liberté de parole. Toutefois, les

universités peuvent, si elles le désirent, obtenir des contrats des instances militaires ou de sous-contractants privés pour effectuer des recherches en matière de défense qui ne sont pas confidentielles. Dans ce cas, les dispositions de la section 2.2.3 ainsi que 2.4.1 et 2.4.2 de la présente section s'appliquent. Chaque universitaire peut participer à des recherches militaires confidentielles dans ses moments libres et à l'extérieur de l'université mais ne doit pas s'attendre à des subventions de l'université ni à faire partie du processus d'évaluation de l'université parce que ce genre de recherches, par essence, ne peut être efficacement évaluée par l'université.

2.5

Projets spéculatifs, mise en marché et subventions

2.5.1

Projets spéculatifs

L'université ne doit pas se servir de ses propres fonds pour financer des projets spéculatifs dans le domaine de la recherche et du développement. Elle peut détenir les fonds d'autres parties à cette fin ou elle peut recevoir des fonds du gouvernement ou de sources privées spécialement affectés à cette fin. Elle peut utiliser les redevances des brevets qu'elle a accordés (quoiqu'elle ne doive pas le faire pour les services des chercheurs sans leur permission écrite), mais elle ne doit pas les mêler aux siens. L'université fait fonction d'administrateur pour gérer ses fonds qu'elle ne doit pas compromettre.

2.5.2

Mise en marché

En règle générale, les universités ne doivent pas tenter de commercialiser les inventions de leur personnel. Elles ne devraient pas non plus détenir un intérêt important dans les compagnies qui exploitent ces inventions ni en avoir le contrôle. Elles devraient plutôt autoriser une ou plusieurs compagnies à obtenir un brevet pour ces inventions. Elles peuvent également vouloir créer des bureaux de recherches pour fournir à leurs professeurs et à leur personnel des services de commercialisation. Si l'université tente, directement ou indirectement, d'être le principal entrepreneur, elle risque alors de perdre son indépendance scientifique parce qu'elle sera liée pour des raisons autres que scientifiques à un ou des produits particuliers. Il est possible que des compagnies concurrentielles n'aiment pas à se mesurer à l'université, ce qui peut, en revanche, avoir des conséquences politiques, économiques ou fiscales. L'administration des universités n'a pas non plus la compétence pour se lancer dans la compétition. Les associations de professeurs doivent insister pour que les politiques de commercialisation soient discutées avec elles, le sénat ou l'instance supérieure de l'université et le bureau des gouverneurs. Il faut rendre publics les détails de la politique énoncée.

Toutefois, il y a peut-être des cas où l'université désire vendre directement certains produits ou services créés ou fabriqués par son personnel, entre autres des programmes informatiques et du matériel audio-visuel. L'université devrait alors songer à mettre sur pied un bureau spécial qui serait responsable de cette entreprise. Il pourrait également se charger plus facilement du respect des politiques sur les droits d'auteur et des brevets qui sont négociés avec l'association de professeurs. Si l'université ne suit pas cette voie, il lui incombe de s'assurer que toutes les activités qu'elle entreprend sont compatibles avec ses obligations envers les professeurs et les étudiants et qu'elles n'enfreignent pas les lignes directrices de l'ACPU.

On discute beaucoup du fait que les universités devraient autoriser ou non une compagnie à obtenir une licence exclusive pour des produits inventés à l'université. Toutefois, il est difficile de voir, en pratique, le nombre de cas où l'exploitation du produit peut se faire sans la délivrance d'une licence exclusive. Si elle est délivrée, l'université doit insister pour qu'une période résiduelle à l'exploitation soit déterminée et doit exiger que le produit soit exploité avec une sérieuse attention. De la sorte, si la compagnie ne respecte pas la période fixée, la licence re-

vient à l'université.

L'université ne doit pas donner son aval à des produits particuliers vendus au grand public même si elle a accordé une licence. Un contrat de permis conclu avec une compagnie doit stipuler clairement qu'il est interdit d'utiliser le nom de l'université dans la publicité bien que le détenteur de la licence doive pouvoir expliquer aux acheteurs possibles, en particulier les autres compagnies, la provenance d'une invention précise.

2.5.3

Subventions

En règle générale, les universités ne doivent pas subventionner le secteur privé quant aux projets coopératifs de recherche. Si des subventions sont garanties, il revient aux gouvernements de les consentir. Les universités ne doivent pas non plus conclure de telles ententes parce qu'une entreprise donnée désire engager des diplômés ou des chercheurs postdoctoraux comme de la main-d'œuvre à bon marché.

2.6

Ententes contractuelles aidant les universitaires à faire de la recherche

Les universités doivent disposer de politiques qui aident les universitaires à effectuer des recherches et à participer à des projets avec le secteur privé. Ces politiques doivent toucher aux brevets, aux droits d'auteur et à la consultation. Il faut récompenser les professeurs de leurs inventions et de leurs idées et ne pas leur enlever leurs droits de propriété intellectuelle. Il faut encourager les créateurs plutôt que les bureaucrates. En l'absence de telles politiques, l'université risque de semer la confusion et de susciter du ressentiment à la suite de décisions spéciales. Si les choses vont mal, elle peut créer un état de panique et, en tentant d'y remédier, elle peut adopter à la hâte des politiques irréfléchies pour apaiser les critiques. Il importe donc de prévoir dans tous les domaines un mécanisme efficace, simple et souple pour régler les différends entre les universitaires et l'administration de l'université. En règle générale, cette stratégie comprend la formulation d'un grief, une étape officieuse de règlement du litige et une étape finale constituant un arbitrage obligatoire animé par un arbitre indépendant. La présence d'un seul arbitre au lieu de trois permet d'arriver rapidement à un règlement. Les universités doivent résister à la tentation d'établir des structures compliquées et lentes.

2.6.1

Directives sur les brevets et les droits d'auteur

L'université doit négocier avec l'association de professeurs des directives sur les brevets et les droits d'auteur pour encourager les créateurs et les inventeurs. Ces directives devraient au moins se conformer à celles de l'ACPU sur les brevets et les droits d'auteur qui soutiennent que les brevets et les droits d'auteur sont la propriété d'auteur mais qui reconnaissent qu'il peut s'effectuer un partage des profits entre le créateur et l'université dans les cas où cette dernière a investi des fonds spéciaux dans les projets qui excèdent les frais généraux normaux. Si l'université tente de s'approprier les brevets ou les droits d'auteur des universitaires, elle ne fera que dissuader les travaux de création qui s'effectueraient ailleurs. Le fait de breveter une invention ne limite pas l'accès aux idées scientifiques en cause puisqu'elles ne peuvent pas être brevetées. L'obtention d'un brevet assure la publication de ces idées mais exige des retombées monétaires si l'invention ou l'œuvre est utilisée.

Il est possible que l'universitaire participant à des recherches conjointes avec le secteur privé, en particulier si ce dernier fournit la plus grande partie des fonds, soit tenu de céder ses droits de brevet à la compagnie. L'administration universitaire doit essayer d'éviter cette situation. La politique de l'université peut néanmoins prévoir cette possibilité, mais elle doit veiller à ce que le chercheur reçoive de la compagnie des redevances raisonnables. Il est du devoir de l'administration et de l'association de profes-

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such as the industrial associates program at MIT, cross-membership on research committees, and short courses on new scientific developments.

The research office might disseminate a newsletter concerning the ongoing research of the university to corporations and to governmental departments. It could also compile, maintain, publish and distribute an index of areas of research expertise in the university.

The research office, however, should not be solely concerned with relations with the private sector or the government for the commercial exploitation of research. It should also be explicitly charged with the mandate to help faculty members who so desire to apply their research through non-profit corporations or other interest groups such as labour unions, feminist organizations, or public interest corporations. The university may wish to use some of its revenue from commercial endeavours to subsidize such non-profit research.

One model might be the science shops set up in most Dutch universities since 1973. Dutch experience suggests that there is a wide demand for help from science shops, not just from industry, but also from trade unions, women's and environmental groups and individuals on a wide range of topics from toxic hazards to the economics of public transport. A similar shop, backed by a grant of 50,000 pounds from the Nuffield Foundation, will open this year at Queen's University Belfast.¹⁴

2.7

Ethical Responsibilities of the Academic Researcher

The responsibility for determining standards affecting the academic community rests within that community. The point of adopting guidelines in this area is not that faculty members cannot be trusted to behave with propriety, but rather that there should be an open general agreement on what constitutes behaving with propriety on each campus. Such guidelines should, of course, be negotiated between the faculty association and the administration of the university, and should not be imposed.

2.7.1

Corporations Owned by University Researchers

Academic staff members should have the right to form private corporations to market their own inventions or work. The university has a right to require that such arrangements be divulged to it as well as the

amount of time that is being devoted to the private corporation. The university has no right to require that the amount of profits be divulged since the interest of the university is to ensure that the academic researcher can reasonably be expected to perform his or her regular university work, and not to limit income. Universities, for instance, do not normally limit the income of successful textbook writers or consultants. Nothing in these arrangements, however, should prevent the members of a faculty or department deciding to pool their research income to undertake further research.

When the time involved in the work of the private corporation no longer permits the academic staff member to complete his or her normal university work, he or she should resign the full-time post. The university should encourage a continuation of the relationship, however, through less than full-time arrangements or an adjunct professorship which would allow the university community to benefit from the research work involved. It is impossible to provide a contractual rule that will decide when the moment to shift away from full-time status has occurred. Faculty associations should describe the problem in their contracts in general language, and provide for arbitration of particular disputes. The CAUT model clause on outside professional activities will give some guidance.¹⁵

Specific provisions should also be made concerning the overhead costs of the university in regard to private corporations. These costs should normally be paid by the private corporation.

2.7.2

Conflict of Interest

The university has a right to require that the university researcher divulge any significant proprietary interest that he or she may have acquired either through shareholding, partnership, directorship, or the holding of major office in a private corporation which is seeking a research and development contract with the university, or with whom the academic researcher has a consulting arrangement.¹⁶ This provision should not extend to routine shareholding in major corporations; such a requirement would be a violation of the privacy of the researcher. The purpose of this provision is to ensure that the university administration is aware in advance of any situation whereby an academic researcher may secure profits through a contractual arrangement between a private company and the university. There should be a process within the university which requires such contracts to be approved at a level above the department or faculty in which the research is being undertaken. This could be done by a university research committee or a vice-president. An appeal procedure should be available in the case of administrative decisions in this area. It is especially important in such circumstances to regulate the question of indirect or overhead costs in advance in writing. This is necessary to protect the interests of all concerned and for purposes of accountability should the arrangements be challenged in the future. The general language involved in these contractual stipulations should be negotiated

with the faculty association. Furthermore, the university should insist on a tendering process wherever this is feasible.

An academic staff member who has a significant proprietary interest in a firm, should not act on behalf of the University, or participate in University decisions with respect to, transactions involving his or her proprietary interests.

2.7.3

Ethical Guidelines - See 2.1.2 above

2.7.4

Graduate Students and Postdoctoral Fellows

The university administration and the academic staff should ensure that the rights of graduate students and postdoctoral fellows involved in joint university/private sector research projects are protected through written policies, in particular that the ability of graduate students to present theses is not affected by secrecy provisions and that their projects are primarily geared to meeting the requirements of the graduate program of the university. Students should not be channelled into work that is potentially profitable but not educationally valuable. Academic staff members should make clear to graduate students and to postdoctoral fellows any commercial connection the researcher may have with a private corporation in the field. The faculty association should negotiate general contract language in this area with the administration.¹⁷

2.7.5

Assessments

Academic assessment of junior colleagues by senior colleagues should not be affected by corporate considerations. Those with a conflict of interest in this area should not serve on assessment committees.

Assessment committees should only be interested in the quality of the research, not the actual or potential profits to the university.

2.7.6

University Administrators

These guidelines should apply mutatis mutandis to university administrators.

Approved by Council, September 1987.

1 Martin Kenney, *Bio-technology: The University Industrial Complex*, Yale, U.S.A., 1986.

2 Ontario Universities: Options and Futures, Report of The Commission on the Future Development of the Universities of Ontario, 1984 by Edmund C. Bovey, J. Fraser Mustard and Ronald L. Watts.

3 There is a vast literature. In the Canadian context see two publications of the Corporate Higher Education Forum - J.V. Raymond Cyr: *Spending Smarter: Corporate-University Cooperation in Research and Development*, 1985 and *Partnership for Growth: Corporate-University Cooperation in Canada*, 1984 and the critique of the latter by Jan Newson and H. Buchbinder in the *CAUT Bulletin*, April 1985, pp. 10-11.

See also extracts from a paper by Robert G. Weyant entitled "What is a university profited, if it shall gain a Department of Entrepreneurship, and lose its academic soul?". Dr. Weyant is Dean of the Faculty of General Studies, Queen's University, Kingston. The paper was given at the meeting of the Canadian Council for the Advancement of Education in Vancouver in June, 1986. Extracts published in *Association of Commonwealth Universities Bulletin of Current Documentation* (abed). No. 77, February 1987, pp. 11-16.

Michael B. Katz, "The Moral Crisis at the University or the Tension between Marketplace and Community in Higher Learning"; Paul Axelrod, "Service or Captivity? Business-University Relations in the Twentieth Century" in William A.W. Nielson & Chad Gaffield, *Universities in Crisis: A Mediaeval Institution in the Twenty-First Century*, Institute for Research on Public Policy, 1986.

Maureen McLure, "Government Investment in Research Universities for Economic Development" in *Governments and Higher Education: The Legitimacy of Intervention*, Higher Education Group, OISE,

1987.

James B. MacAuley and Paul Dufour: *Un mariage d'intérêts. La mise en place de l'infrastructure de recherche industrielle en milieu universitaire*, Conseil des sciences du Canada, 1984; Jean-Pierre Lemasson, "Les relations universités-industries: entre la hâte et la prudence", *Le Devoir*, 18 Oct. 1985; Jean-Pierre Lemasson, "Les relations universités-industries au Québec. Pour de nouvelles voies d'analyse", Congrès des sociétés savantes, Montréal, 1984, Report of the National Technology Policy Roundtable, Canadian Advanced Technology Association, 1986.

Frances Anderson, *University/Industry Research Centres: An Interface between University and Industry*, Science Council of Canada, 1987.

For recent discussion in the United States see American Association of University Professors, "Corporate Funding of Academic Research: A Report by Committee A", *Academe*, Nov.-Dec. 1983; "Relations with Government, Industry and Foundations", Massachusetts Institute of Technology; Bernard D. Reams, Jr., *University-Industry Research Partnership: The Major Legal Issues in Research and Development Agreements*, Quorum Books, U.S.A., 1986; Martin Kenney, *Bio-technology: The University Industrial Complex*, Yale, U.S.A. 1986; David Dickson, *The New Politics of Science*, Pantheon, U.S.A. 1984; Melvin H. Bernstein & the New England Board of Higher Education, *Postsecondary Education for a Changing Economy Project*, National Institute for Work and Learning, Washington, D.C., 1986.

4 *CAUT Handbook*, 4th edition (1986), p. 13-14.

5 Policy Statement on Professional Ethics and Professional Relationships, *CAUT Handbook*, 4th ed., pp. 37-40.

6 For a discussion of these, see Reams, *op. cit.*, p. 50 et seq., 108-9; Donald L. Fowler,

"University-Industry Research Relationships: The Research Agreement", *Journal of College and University Law*, (1982-83), p. 515-32.

7 Policy Statement on Professional Ethics and Professional Relationships, *CAUT Handbook*, 4th ed., pp. 37-40.

8 *Chronicle of Higher Education*, 1 July 1987.

9 John R. Wilson, Richard P. Doob & William T. Gerl, "Consider Various Important Factors when Contracting for University R&D", *EDN*, 31 March 1983, p. 298, quoted in Reams, *op. cit.*, pp. 68-9.

10 Prime Minister Thatcher, for instance, warned British universities not to offer their services to the private sector without a reasonable return.

11 *Spending Smarter*, p. 65.

12 See Philip Enros and Michael Farley, *University Offices For Technology Transfer: Toward the Service University*, Science Council of Canada, 1986.

13 Reams, *op. cit.*

14 *Times Higher Education Supplement*, 26 June 1987.

15 Model Clause on Outside Professional Activities, *CAUT Handbook*, 4th ed., p. 40. For example, public controversy arose at the University of California (Davis) where an academic staff member had created his own private company, received a grant of \$2.3 million from another company to conduct research for that company at the university's experimental research station of which he was director, the second company having a 20% interest in the academic staff member's company.

17 See, for instance, the policy statement at Harvard:

"It is essential that the research of students and postdoctoral fellows-in-training contribute, and be perceived to contribute, to their scholarly development. Even as individuals, students should not participate in agreements that involve confidential information or otherwise constrain the right to publish or communicate freely. Exceptions consistent with the University's principles should be approved in advance by the student's department or at a higher level. In addition, departments should periodically review the work of students engaged in industrially-sponsored research to see that the educational commitment of the University to its students is maintained."

COLLEGE OF EDUCATION FIELD EXPERIENCE PROGRAMME

The College of Education, University of Saskatchewan, is seeking applications for a tenure track position at the level of Assistant Professor within the Field Experience Programme beginning with the 1988-89 academic year.

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seurs de négocier des lignes directrices à ce chapitre servant de normes à tous les universitaires. Les contrats de l'université conclus avec les entreprises privées ou publiques qui enfreignent ces normes doivent être refusés.

Lors de la rédaction des contrats, il faut s'employer à soustraire des accords de non-divulgation les éléments des projets qui ne font pas l'objet de droits de propriété. Les chercheurs universitaires doivent pouvoir soumettre à l'évaluation les inventions brevetées de la même manière que les rapports de recherche, en vue d'une promotion, etc. Le CRSNG reconnaît déjà ce droit¹¹.

Les universitaires doivent savoir que les droits qu'ils détiennent dans des programmes informatiques sont protégés par les dispositions sur les droits d'auteur de leur contrat ou de leur convention collective. Ces dispositions doivent être conformes à la politique de l'ACPU à cet effet.

Le bureau de recherches de l'université (voir clause 2.6.3) vise, entre autres, à aider les universitaires à faire breveter leur invention.

2.6.2

Politiques de consultation

Il importe que l'administration universitaire négocie avec l'association de professeurs locale une politique sur la consultation qui est, au moins, conforme aux directives de l'ACPU à ce chapitre. Cette politique reconnaît que l'université a intérêt à s'assurer que l'universitaire qui le désire puisse faire la consultation. Elle indique que l'université a le droit d'insister pour que la consultation n'entre pas en conflit avec l'engagement premier de l'universitaire envers l'université. Cette dernière n'a pas le droit de contrôler les retombées économiques bien que les universitaires doivent être libres de se regrouper en coopération pour utiliser ce revenu aux fins de la recherche. De plus, les directives de l'ACPU traitent de l'usage des installations et de l'équipement de l'université pour la consultation.

2.6.3

Bureaux de recherches

La plupart des universités qui ont des programmes de recherches importants ont mis sur pied des bureaux de recherches pour conseiller et aider les chercheurs sur la commercialisation, les brevets, etc. Ces bureaux peuvent être très utiles aux chercheurs universitaires. Les petites universités pourraient, si elles le désirent, créer des consortiums en vue du même objectif. Le bureau de recherches sert principalement à obtenir des fonds pour la recherche et à aider les chercheurs à exploiter leurs inventions¹².

Le bureau de recherches doit également offrir aux universitaires des conseils judiciaires. L'anecdote suivante illustre cette précaution:

De petites compagnies pharmaceutiques de la côte est ont communiqué avec des chercheurs de grandes écoles de médecine pour solliciter leur participation à titre d'experts-conseils moyennant des honoraires minimes et des réunions d'affaires annuelles à l'étranger. Un médecin, étonné par la requête, a signé un contrat à titre d'expert-conseil et a découvert par la suite qu'il s'agissait d'un contrat exclusif et qu'il ne pouvait pas participer à d'autres accords importants entre l'université et l'industrie¹³.

D'ordinaire, le bureau de recherches de l'université peut aider à réunir des scientifiques de l'université, du secteur privé et du gouvernement par la promotion de séminaires de recherches, d'échanges de personnel, de programmes de collaboration comme le programme d'associés industriels au MIT, et de cours sur les innovations scientifiques.

Le bureau de recherches peut diffuser un bulletin aux compagnies et aux ministères gouvernementaux sur les recherches en cours

à l'université. Il peut aussi compiler un répertoire des spécialistes des différents secteurs de recherche de l'université, le mettre à jour, le publier et le diffuser.

Le bureau de recherches, cependant, ne doit pas uniquement se préoccuper des relations avec le secteur privé ou le gouvernement en vue de l'exploitation commerciale de la recherche. Il devrait également recevoir comme mandat explicite d'aider les professeurs d'université à faire appliquer leurs recherches par l'intermédiaire de groupes d'intérêts tels que les syndicats, les associations de femmes, ou les associations de défense du public. L'université peut utiliser une certaine part des revenus tirés de ses entreprises commerciales pour subventionner une telle forme de recherche à but non lucratif.

On peut prendre pour modèles les ateliers scientifiques mis sur pied dans la plupart des universités néerlandaises depuis 1973. L'expérience des Pays-Bas nous permet de conclure qu'il existe une vaste demande pour l'aide accordée par les ateliers scientifiques, non seulement de la part de l'industrie, mais également des syndicats, des groupes féministes et écologistes, et des simples particuliers, en ce qui a trait à une vaste gamme de sujets, allant des dangers de toxicité jusqu'à l'aspect économique du transport public. Un atelier similaire, appuyé par une subvention de 50 000 livres de la Nuffield Foundation, poursuivra cette année à l'université Queen's de Belfast¹⁴.

2.7

Responsabilités éthiques des chercheurs universitaires

Il incombe au milieu universitaire de déterminer les normes qui s'y appliquent. Le bien-fondé de normes de ce genre ne repose pas sur le fait que l'on ne puisse faire confiance aux professeurs quant aux droits de propriété. L'objectif consiste plutôt à garantir qu'il existe une entente générale sur un code d'éthique relatif aux droits de propriété dans chaque université. L'association de professeurs et l'administration de l'université doivent, bien entendu, négocier ces normes, lesquelles ne devraient pas être imposées.

2.7.1

Compagnies appartenant à des chercheurs universitaires

Les universitaires doivent avoir le droit de fonder des compagnies pour commercialiser leurs œuvres ou leurs inventions. L'université a le droit d'exiger de l'universitaire en cause de divulguer ses activités et le nombre d'heures qu'il consacre à sa compagnie. Toutefois, l'université n'a pas le droit d'exiger que le montant des recettes soit révélé puisqu'il lui revient de s'assurer que le chercheur peut raisonnablement s'acquitter de ses tâches régulières à l'université et non de limiter son revenu. Ainsi, l'administration des universités ne limite pas, en général, le revenu d'auteurs de manuels-pédagogiques à succès ou d'experts-conseils. Rien, dans ces ententes, toutefois, ne doit empêcher les professeurs d'une faculté ou d'un département de réunir leur profit de recherches pour en effectuer d'autres.

Si un universitaire consacre trop de temps à sa compagnie, ce qui ne lui permet plus d'exécuter ses tâches normales à l'université, il doit démissionner de son poste à temps plein. L'université doit encourager, cependant, le maintien de sa collaboration avec cette personne en prenant les mesures nécessaires pour qu'elle ne travaille pas tout à fait à temps plein ou en lui offrant un poste de professeur auxiliaire. Le milieu universitaire pourrait ainsi bénéficier de ses travaux de recherches. Il est impossible de prévoir une règle contractuelle qui décidera du moment où le passage du statut à temps plein à un autre statut se produira. Les associations de professeurs doivent décrire le problème dans leurs conventions en termes généraux et prévoir un règlement par arbitrage dans le cas de différends particuliers. La clause modèle de l'ACPU sur les activités professionnelles connexes donne quelques conseils à cet effet¹⁵.

Il faut également stipuler des dispositions précises sur les frais généraux engagés par

l'université quant aux sociétés privées. Ces frais doivent habituellement être payés par la compagnie.

2.7.2

Conflits d'intérêts

L'université a le droit d'exiger que le chercheur révèle les droits de propriété importants qu'il peut avoir acquis en détenant des actions, au moyen d'un partenariat, en occupant un poste de directeur ou en occupant un poste important dans une société privée qui cherche à obtenir un contrat de recherche et de développement de l'université ou avec laquelle le chercheur a conclu une entente de consultation¹⁶. Cette condition ne doit pas s'entendre aux actions qu'un chercheur détient dans une compagnie importante. On violerait ainsi sa vie privée. Cette disposition a pour but de permettre à l'administration universitaire de connaître à l'avance toute situation où un chercheur peut faire des profits grâce à une entente contractuelle conclue entre l'université et une entreprise privée. L'université doit prévoir une mesure qui lui permet de faire approuver ces contrats par des instances supérieures au département ou à la faculté où la recherche s'effectue. Un comité de la recherche ou le vice-recteur de l'université peuvent s'en charger. Le recours à la procédure d'appel doit être possible pour répondre à des décisions de l'administration à cet égard. Il importe particulièrement, dans de telles circonstances, de réglementer au préalable par écrit la question des frais indirects ou généraux. Cette mesure est importante afin de protéger les intérêts de toutes les personnes intéressées et aux fins de l'imputabilité si les ententes sont contestées plus tard. Il faut négocier avec l'association de professeurs le vocabulaire de ces dispositions contractuelles. De plus, l'administration de l'université devrait insister pour avoir un processus de soumission de contrats lorsque cela est possible.

Un universitaire qui possède des droits de propriété importants dans une firme ne devrait pas agir au nom de l'université, ou participer à la prise par celle-ci de décisions s'appliquant à des transactions touchant ses droits de propriété.

2.7.3 Directrices sur l'éthique - voir 2.1.2.

2.7.4

Étudiants des 2e et 3e cycles et chercheurs postdoctoraux

L'administration de l'université et les universitaires doivent veiller à ce que les droits des étudiants aux 2e et 3e cycles et des chercheurs postdoctoraux participant à des travaux de recherches conjoints avec le secteur privé soient protégés par des directives écrites. Ils doivent s'assurer, notamment, que des dispositions sur la confidentialité n'empêchent pas ces étudiants à soumettre des thèses et que leurs projets visent avant tout à satisfaire les exigences du programme d'études supérieures de l'université. Il ne faut pas diriger les étudiants vers des travaux qui peuvent être profitables mais qui, au point de vue pédagogique, ne sont pas valables. Les universitaires doivent renseigner clairement les étudiants des 2e et 3e cycles ainsi que les chercheurs postdoctoraux sur tout lien commercial qu'ils peuvent avoir avec une compagnie dans le domaine. L'association de professeurs doit négocier avec l'administration de l'université une terminologie générale à cet effet dans la convention¹⁷.

2.7.5

Évaluations

La collaboration avec une compagnie ne doit pas influencer les collègues chevronnés qui évaluent des collègues débutants. Les personnes qui sont en conflit d'intérêt à cet égard ne doivent pas siéger à un comité d'évaluation.

Les comités d'évaluation doivent s'intéresser uniquement à la qualité de la recherche et ne doivent pas s'occuper des profits réels ou possibles dont l'université peut bénéficier.

2.7.6

Administrateurs d'universités

On devrait appliquer les présentes lignes directrices, en y effectuant les changements nécessaires, aux administrateurs d'universités.

Approuvé par le Conseil, septembre 1987.

1 Martin Kenney, *Bio-technology: The University Industrial Complex*, Yale, E.-U., 1986.

2 Les universités de l'Ontario: *Options pour l'avenir*, Rapport de La commission chargée d'étudier l'avenir des universités de l'Ontario 1984, Edmund C. Bovey, J. Fraser Musgard et Ronald J. Watts.

3 La documentation abonde dans ce domaine. En ce qui concerne le Canada, consulter deux publications du Forum entreprises-universités: J.V. Raymond Cyr: *Investir plus sagement: collaboration entreprises-universités en recherche et en développement*, 1985, et *Ensemble vers l'avenir: collaboration entreprises-universités au Canada*, 1984, ainsi que la critique de ce dernier ouvrage par Jan Newson et H. Buchbinder dans le *Bulletin de l'ACPU*, avril 1985, pp. 10-11.

4 Voir aussi des extraits d'une communication présentée par M. Robert G. Weyant lors d'une réunion du Canadian Council for the Advancement of Education à Vancouver en juin 1986 et intitulée "What is a university profited, if it shall gain a Department of Entrepreneurship, and lose its academic soul?" M. Weyant est doyen de la faculté des études générales à l'Université Queen de Kingston. Des extraits sont publiés dans le *Bulletin de Current Documentation* (abd.) de l'Association of Commonwealth Universities, no 77, février 1987, pp. 11-16.

5 Michael B. Katz, "The Moral Crisis at the University or the Tension between Marketplace and Community in Higher Learning"; Paul Axelrod, "Service or Captivity? Business-University Relations in the Twentieth Century" in William A.W. Nielson & Chad Gaffield, *Universities in Crisis: A Medieval Institution in the Twenty-First Century*, Institut de recherches politiques (Canada), 1986.

6 Maureen McLure, "Government Investment in Research Universities for Economic Development" in *Governments and Higher Education: The Legitimacy of Intervention*, Higher Education Group, IEPO, 1987.

7 Un mariage d'intérêt. La mise en place de l'infrastructure de recherche industrielle en milieu universitaire, James B. MacAuley et Paul Dufour, Conseil des sciences du Canada, 1984; Jean-Pierre Lemasson, "Les relations universités-industries: entre la hâte et la prudence", *Le Devoir*, 18 oct. 1985; Jean-Pierre Lemasson, "Les relations universités-industries au Québec. Pour de nouvelles relations, de nouvelles méthodes de travail, de nouvelles voies d'analyse", *Le Devoir*, 18 oct. 1985; National Technology Policy Roundtable, Association canadienne de technologie avancée, 1986.

8 *University/Industry Research Centres: An Interface between University and Industry*, Frances Anderson, Conseil des sciences du Canada, 1987.

9 Dans le cas des États-Unis, consulter l'American Association of University Professors, "Corporate Funding of Academic Research: A Report by Committee A", *Academe*, nov.-déc. 1983; "Relations with Government, Industry and Foundations", Massachusetts Institute of Technology, Bernard D. Reams, Jr., *University-Industry Research Partnership: The Major Legal Issues in Research and Development Agreements*, Quorum Books, E.-U., 1986; Martin Kenney, *Bio-technology: The University Industrial Complex*, Yale, E.-U., 1986; David Dickson, *The New Politics of Science*, Pantheon, E.-U., 1984; Melvin H. Bernstein & the New England Board of Higher Education, *Postsecondary Education for a Changing Economy Project*, National Institute for Work and Learning, Washington, D.C., 1986.

10 *Guide de l'ACPU*, 4^e édition, pp. 14-15. 11 Énoncé de principes sur l'éthique professionnelle et les relations professionnelles, *Guide de l'ACPU*, 4^e, pp. 39-41.

12 Voir Reams, *op.cit.*, p. 50 et seq., 108-9. Donald R. Fowler, "University-Industry Research Relationship: The Research Agreement", *Journal of College and University Law*, (1982-83), pp. 515-32.

13 Énoncé de principes sur l'éthique professionnelle et les relations professionnelles, *Guide de l'ACPU*, 4^e éd., pp. 39-41.

14 Voir *UN GUIDE/24*

UN GUIDE.....23

8 *Chronicle of Higher Education*, 1er juillet 1987.

9 John R. Wilson, Richard P. Doob & William T. Gerl, "Consider Various Important Factors when Contracting for University R&D", *END*, 31 mars 1983, p. 298, cité dans Reams, *op. cit.*, pp. 68-9.

10 Le premier ministre Margaret Thatcher a recommandé aux universités britanniques de ne pas offrir de services au secteur privé sans rien recevoir de raisonnable en retour.

11 *Investir plus sagement*, p. 65.

12 Voir Philip Ennos et Michael Farley, *Les services universitaires de valorisation industrielle de la recherche*, Conseil des sciences du Canada, 1986.

13 Reams, *op. cit.*

14 *Times Higher Education Supplement*, 26 juin 1987.

15 Clause modèle sur les activités professionnelles connexes, *Guide de l'ACPU*, 4^e éd., p. 42.

16 Par exemple, une controverse a secoué l'Université de Californie (à Davis), où un membre du personnel universitaire a créé sa propre compagnie privée, a reçu d'une autre compagnie une subvention de 2,3 millions de dollars afin de mener des recherches pour cette dernière au centre de recherches expérimentales de l'université, dont il était directeur, la seconde compagnie possédant 20 pour cent des actions de la compagnie de l'universitaire.

17 Voir par exemple l'énoncé de principes de Harvard:

"Il est essentiel que la recherche menée par les étudiants et les chercheurs postdoctoraux en formation contribue, et soit perçue comme contribuant, à leur développement intellectuel. Même à titre personnel, les étudiants ne devraient pas participer à des ententes qui comportent la confidentialité de l'information ou restreignent de quelque autre façon le droit de publier ou de communiquer librement. Les exceptions respectant les principes de l'Université devraient être approuvées à l'avance par le département de l'étudiant ou par une instance plus élevée. De plus, les départements devraient périodiquement passer en revue le travail des étudiants engagés dans des recherches financées par le secteur privé afin de s'assurer du respect de l'engagement pédagogique de l'Université à l'égard de ses étudiants."



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DATE D'ENTREE EN FONCTION:

Janvier 1988

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Le salaire sera déterminé selon l'expérience et le taux en vigueur à l'Ecole Polytechnique. Les personnes intéressées doivent faire parvenir leur curriculum vitae au plus tard le 15 décembre 1987 au:

Directeur du Département de génie mécanique
Ecole Polytechnique
Campus Université de Montréal
B.P. 6079 — Succ. A
Montréal, (Québec) H3C 3A7

CAUT RECOMMENDATIONS.....14

ways be trying to improve it. The test of this is the significant number of polls which indicate widespread public support for the universities and, in many cases, a willingness to pay higher taxes to maintain or to improve the universities. Some politicians and bureaucrats try to divert attention away from underfunding by suggesting that universities do not have this support. They are simply wrong and out of date.

IV. The Outcome of the Forum

CAUT recommends that the process started by this Forum should continue. One useful way to ensure this would be to arrange for some regular review of the subject matter of the present one. A meeting, not necessarily structured in the identical way to the present forum, should be held in two years time to assess what progress has been made in that period.

RECOMMANDATIONS DE L'ACPU.....15

sont enclins à les défendre religieusement et de façon disproportionnée par rapport aux résultats probables. Nous devons prendre du recul face à ces technologies et les incorporer le cas échéant. On ne peut toutefois le faire que si les gouvernements et le secteur privé sont prêts à payer la note. Il est inutile de prôner une révolution dans le domaine de la magnéto-science si personne ne dispose des sommes nécessaires pour acheter les machines ou les magnéto-scopes. On pourrait faire la même observation dans le cas des ordinateurs. Il est difficile de comprendre alors pourquoi le gouvernement fédéral impose des tarifs aux universités pour l'importation d'équipement informatique que l'on ne peut se procurer au Canada.

(d) L'autonomie d'enseignement, source de leur force et de leur capacité d'adaptation, est une caractéristique importante des universités. Les universitaires ont prouvé qu'ils étaient sensibles et capables de s'adapter aux nombreuses exigences auxquelles ils font face. Il faudrait que cette situation demeure le modèle des fonctions de l'université à l'avenir. L'université, dirigée par des gens de l'extérieur, perdrait cette capacité d'adaptation que ces derniers réclament. Les universités doivent conserver leur sensibilité pour la société dans laquelle elles fonctionnent.

(e) Les universités ont le devoir de s'assurer que la population comprend ce qu'elles font et pourquoi elles le font. Il y a dix ans, il s'agissait d'un aspect déplorable et non exploité de l'administration universitaire. La communication avec la collectivité est beaucoup plus efficace maintenant quoique les universités devraient continuer à l'améliorer. A preuve, un grand nombre de sondages indiquent que la population appuie les universités dans une bonne mesure et que, dans bien des cas, elle est désireuse de payer plus d'impôt pour maintenir ou améliorer leur qualité. Certains politiciens et bureaucrates essaient de détourner l'attention du sous-financement en laissant entendre que les universités ne reçoivent pas cette aide financière. Ils ont tout simplement tort et sont complètement dépassés.

IV. Les résultats du Colloque

L'ACPU recommande que le mouvement amorcé par le Colloque se poursuive. Pour assurer une continuation, il faudrait organiser régulièrement un examen de l'enseignement postsecondaire. Une rencontre qui ne serait pas nécessairement structurée de la même façon que le présent colloque, pourrait avoir lieu dans deux ans afin d'évaluer les progrès réalisés au cours de cette période.

DIRECTOR Centre for International Business Studies and Faculty Position: International Business & Finance

Dalhousie's Centre for International Business Studies (CIBS) is one of five centres of excellence established in Canada with the support of the Federal Department of External Affairs. As an integral part of the School of Business, its mandate is to foster research and teaching in International Business and to provide outreach services to enhance Canada's competitiveness in a global economy.

The Centre is highly regarded for the leading role it has played in these activities and the School is committed to furthering this record of excellence.

Nominations and applications are invited for two positions to start July 1, 1988 or as soon after as possible:

Director: Responsibilities include administration, research, teaching and providing leadership in fulfilling the Centre's mandate. Appointment term is up to five years, renewable, at rank of Associate or Full Professor, tenurable in the School of Business. **Qualifications:** The ideal candidate will have a Ph.D. or equivalent in International Business or a cognate field; a strong record of research and obtaining external research funding; teaching in B. Com., MBA, and executive development programs; managerial experience in private or public sector activities related to I.B.; fluency in two or more languages. Salary competitive.

Faculty Position: Responsibilities include teaching and research in I.B., International Finance and International Banking. Appointment at rank of Assistant or Associate Professor tenurable in School of Business. **Qualifications:** Ph.D. or equivalent in International Finance or cognate field. Previous work experience in International Finance or Banking and fluency in a second language would be assets. **Note:** This position is conditional on availability of funding.

Dalhousie University has a policy of affirmative action in hiring qualified women staff. Deadline for applications: December 1, 1987. Send application with current resume and names of three referees or nominations to: Dr. R.G. Storey, Director, School of Business Administration, Dalhousie University, Halifax, Nova Scotia B3H 1Z6, Tel. (902) 424-7080.



Dalhousie University

CARLETON UNIVERSITY, Department of Sociology and Anthropology. Subject to budgetary considerations, applications are invited for a preliminary tenure-track position at the Assistant Professor level in the area of methods and statistics, with a research interest in Quebec society. Applicants should have research experience and evidence of a future research agenda. Candidates with completed Ph.D. teaching experience and publications will be given preference. Curriculum vitae, names of three referees, copies of publications and/or sample research in progress should be sent to: Professor John de Vries, Chairman, Department of Sociology and Anthropology, Carleton University, Ottawa, Ontario, K1S 5B6. Salary will be commensurate with rank and experience. Effective date of employment: July 1, 1988. Application deadline: January 31, 1988. In accordance with Canadian Immigration Department regulations, this advertisement is directed to Canadian citizens and permanent residents. Open to both women and men.

SPEECH COMMUNICATION UNIVERSITY COLLEGE OF CAPE BRETON. Speech Communication Assistant Professor. Tenure-track position at the University College of Cape Breton (university level) beginning August 1, 1988. To teach courses in fundamental interpersonal communication, and organizational communication. Qualifications include a Ph.D. (A.D. or S.D.)

considered, experience teaching at the university level, and research/publications. Salary \$28,500 - \$33,500 (range) negotiable, depending on qualifications. Please send resume, letters of recommendation, and transcripts to: Professor Judith Potts, University College of Cape Breton, P.O. Box 5200, Sydney, Nova Scotia, Canada B1P 6L2. By December 31, 1987. In accordance with the Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

VETERINARY MEDICINE UNIVERSITY OF SASKATCHEWAN. Western College of Veterinary Medicine (Position Number 1 T5-610). Applicants are invited for a full-time, tenure-track position in Veterinary Ophthalmology at the level of Assistant Professor in the Department of Veterinary Medicine. The position is available on July 1, 1988. The responsibilities will include teaching veterinary ophthalmology to undergraduate and postgraduate veterinary students and participation in the clinical teaching and service programs primarily in the small animal clinic but also in the large animal clinic of the Veterinary Teaching Hospital. Clinical research and scholarly work in veterinary ophthalmology will be encouraged and expected. Candidates with postgraduate qualifications and/or board certification will be given preference. Applicants must possess a D.V.M. degree or its equivalent and be eligible for licensure to practice veterinary medicine in Saskatchewan. In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents. Applications and curriculum vitae, including the names of three referees, should be submitted to: Dr. G.M. Radostits, Head, Department of Veterinary Internal Medicine, Western College of Veterinary Medicine, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0 Canada. Applications will be accepted until March 1, 1988 or there after until a suitable candidate applies.

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The appointment will be at the Associate or Full Professor level and will carry tenure. Salary will be commensurate with qualifications and experience. The appointment will be effective July 1, 1988. Deadline for submission of applications is December 15, 1987.

Applicants should forward their curriculum vitae and arrange for the forwarding of three letters of reference to:

Dr. David R. Murray
Dean of the College of Arts
University of Guelph
Guelph, Ontario
N1G 2W1

Telephone: (519) 824-4120 ext. 3301

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The University of New Brunswick has a total enrollment of about 7,500 full-time and 2,500 part-time students. The Faculty of Nursing is located on the Fredericton Campus with some teaching carried out on the Saint John Campus.

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Dr. R. E. Burridge
Vice-President (Academic)
University of New Brunswick
Fredericton, N.B.
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UNIVERSITY OF NEW BRUNSWICK



Dalhousie University

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Douglas Myers, Chairperson
Search Committee
c/o Office of the President
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Halifax, Nova Scotia
B3H 4H6

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Dalhousie University has a commitment to employment equity and has a policy of affirmative action in hiring qualified women academic staff.



Faculty of Commerce Saint Mary's University

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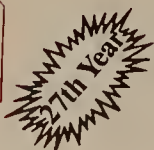
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	AUCKLAND	1559	1684	1937	1748	1874	2189
MONTREAL/ OTTAWA	CHRISTCHURCH	1622	1747	2000	1811	1937	2252
	SYDNEY/BRISBANE/ MELBOURNE	1800	1926	2178	1990	2115	2430
	PERTH	2179	2304	2556	2368	2493	2808
	AUCKLAND	1674	1799	2052	1863	1989	2304
TORONTO	CHRISTCHURCH	1737	1862	2115	1926	2052	2367
	SYDNEY/BRISBANE/ MELBOURNE	1780	1906	2158	1970	2095	2410
	PERTH	2159	2284	2536	2348	2463	2788
	AUCKLAND	1654	1779	2032	1843	1969	2284
	CHRISTCHURCH	1717	1842	2095	1906	2032	2347
HALIFAX	SYDNEY/BRISBANE/ MELBOURNE	1848	1974	2226	2038	2163	2478
	PERTH	2227	2352	2604	2416	2541	2856
	AUCKLAND	1722	1847	2100	1911	2037	2352
	CHRISTCHURCH	1785	1910	2163	1974	2100	2415

LOW SEASON: April – September. SHOULDER SEASON: October – November. HIGH SEASON: December – March

All Fares: All fares and conditions are subject to change without notice and do not include Canadian Transportation Tax of \$19.00 per person. In all cases outbound date of travel (transit) determines the return season.

2 MONTH FARES:

Advance booking: Minimum 14 days prior to departure.
 Length of stay: Minimum 6 days, maximum 2 months.
 Stopovers: 3 stopovers allowed in addition to point of turn-around (not including Tahiti and Cook Islands). Subject to specific routings.
 Payments: 10% deposit required within 2 weeks of booking. Balance of payment due 30 days prior to departure.
 Cancellation charge: Some cancellation penalties apply, depending on routing. (Cancellation insurance for medical reasons highly recommended.)

ONE YEAR FARES:

Advance booking: None.
 Length of stay: Minimum 6 days, maximum one year.
 Stopovers: Unlimited stopovers on current specified routings.
 Payments: 10% deposit required within 2 weeks of booking. Balance of payment due 30 days prior to departure.
 Cancellation charge: Some cancellation penalties apply, depending on routing. (Cancellation insurance for medical reasons highly recommended.)

PLEASE CALL PETER E. 40. E.

FARES TO AFRICA (Round Trip)

From:	To:	ACCRA	ABIDJAN	DAKAR	LAGOS	NAIROBI
TORONTO:	Low Season	\$1709	\$1299	\$1130	\$1599	\$1678
	High Season	1846	1401	1215	1731	1678
MONTREAL:	Low Season	1607	1299	1130	1497	1678
	High Season	1743	1401	1215	1629	1678

Seasons: Low: 15Sept – 14May High: 15May – 14Sept

Advance booking and itineraries are required. Cancellation penalties apply. Airfares do not include Canadian Transportation Tax of \$19.00 per person. All fares quoted in Canadian dollars and are subject to change and revisions. Maximum stay is 45 days.

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